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ABSTRACT

This resource guide was developed to help local adult basic and literacy education (ABLE) programs throughout Ohio implement the state's Indicators of Program Quality, which were drafted in 1992 in response to the National Literacy Act of 1991. The guide provides a context for using the Indicators in ABLE programs and includes suggestions for implementation. The information provided in the guide is designed to serve as a springboard for developing creative and unique solutions to program concerns that will assist with the delivery of quality ABLE services to adults. The guide is intended for use in two settings: as a follow-up to a program review or as the focus of a staff meeting. The guidelines, forms, and activities included in the guide are organized by the seven indicators as follows: (1) student achievement (documentation, setting goals, transition planning); (2) physical environment (compliance, assessment, management); (3) program planning (creating the written plan, implementing the plan, program administration); (4) curriculum and instruction (designing a curriculum, designing instruction); (5) professional development (accessing professional development information, documenting staff participation); (6) support services (creating, communicating, and implementing and monitoring the referral plan); and (7) recruitment (developing awareness of recruitment needs, designing a recruitment plan, implementing and monitoring the recruitment plan). (MN)

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Indicators of Program Quality Resource Guide

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Ohio
ABLE
Adult Basic and Literacy Education

Evaluation Design Project

CE079 315

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The Indicators of Program Quality Resource Guide

A Collection of Effective Practices for Implementing the Indicators of Program Quality

ABLE Program Contributors
Resource Guide Project Staff

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FOREWORD

The ABLE Evaluation Design project is developing an evaluation system for Ohio's Adult Basic and Literacy Education (ABLE) system. The system is being designed to provide data for accountability and for continuous improvement of ABLE programs. The Indicators of Program Quality are an important element of the system for their use promotes quality in state and local programs.

This publication, ***The Indicators of Program Quality Resource Guide***, was developed to help local programs implement the Indicators. It was created as a reference for ABLE consultants and local program directors to use in facilitating continuous improvement of program performance. The guide provides practices used in many Ohio ABLE programs to support the implementation of the Indicators. The publication of the guide makes it possible for these practices to be shared and adapted by ABLE programs throughout Ohio.

A number of groups and individuals collaborated in the development of the publication. The Advisory Committee for the ABLE Evaluation Design project spent many hours deliberating content and format questions. A Practitioner Task Force also spent a day giving valuable suggestions. The Oho Department of Education ABLE Consultants provided ongoing support, as did Jim Bowling, Ohio's State Director of Adult Education. Without the willingness of staff in ABLE programs to contribute practices, the guide could not have been completed.

Prior to publication, the guide was reviewed by: Andrea Bell, Jim Bowling, Betty Finney, Jeff Gove, Michael Aronoff-Jones, Deena Kaufman, Jo Leftwich, Jackie Lewis, Gene Luidhardt, Gail Morgan, Stan Mitchell, Diane Ninke, Denise Pottmeyer, Nancy Ritchey, Karen Scheid, Sandy Sibley, Helen Jane Wilson, and Joyce Winters.

Lynn Reese, Program Associate, coordinated the publication's development. Lynn, Gina Zwerling, and Karyn Evans wrote the guide. Mary LaBelle provided assistance with formatting. Project staff Cynthia Zengler and Susan Imel assisted with the publication.

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The Indicators of Program Quality Resource Guide

In 1992, the Ohio Department of Education (ODE) ABLE Program Office, drafted Indicators of Program Quality in response to the National Literacy Act of 1991. Training was completed and implementation began in 1993. In February of 1998, a group was convened to revisit the Indicators and make recommendations based on input from ABLE practitioners. The Indicator group provided a final draft of changes to ODE the following November. Additional recommendations for change came from Regional Discussion groups for the State Planning process held in December of 1998. With the addition of the Core Indicators of Performance in the Workforce Investment Act of 1998, efforts continued to ensure that the measures and standards created for the Ohio Indicators would lead to programming that effectively reflected measurable performance outcomes. The revised Indicators of Program Quality were adopted in February of 1999 and are currently being implemented in all ABLE programs.

Ohio's **Indicators of Program Quality** address the following areas:

1. Student Achievement
2. Physical Environment
3. Program Planning and Administration
4. Curriculum and Instruction
5. Professional Development
6. Support Services
7. Recruitment

The Resource Guide for the Indicators of Program Quality was created in 1999 to serve as a reference for ABLE consultants and program directors in their efforts to facilitate the continuous improvement of program performance. The Resource Guide provides a context for using the Indicators in ABLE programs and includes suggestions for implementation. Whether as a follow-up to a program review or as the focus of a staff meeting, the information in the guide can be used as a springboard for developing creative and unique solutions to program concerns that will assist with the delivery of quality ABLE services to adults.

The Indicators of Program Quality Resource Guide is a collection of effective practices being used in Ohio ABLE programs. Calls for practices went out via advertisements in the Communicator, on-line notices at the OLRC website, presentations at the OAACE conference, announcements at regional meetings, and word of mouth among colleagues. The ABLE staff from throughout Ohio responded with a variety of techniques for implementing the Indicators. Also included in the Resource Guide are ideas and practices in use in other Adult Basic and Literacy Education programs, including information gleaned from current adult education research.

The Resource Guide can be used as a complete training manual for all of the Indicators or each Indicator module can be removed and used individually. A Correlation Chart identifies practices that can be used in more than one Indicator area. Included practices may be immediately adaptable for some programs but represent a future plan for others. All of the practices lend themselves to discussion and, if used in staff meetings, could help in the development of action plans for more fully implementing the Indicators of Program Quality. Each Indicator module contains:

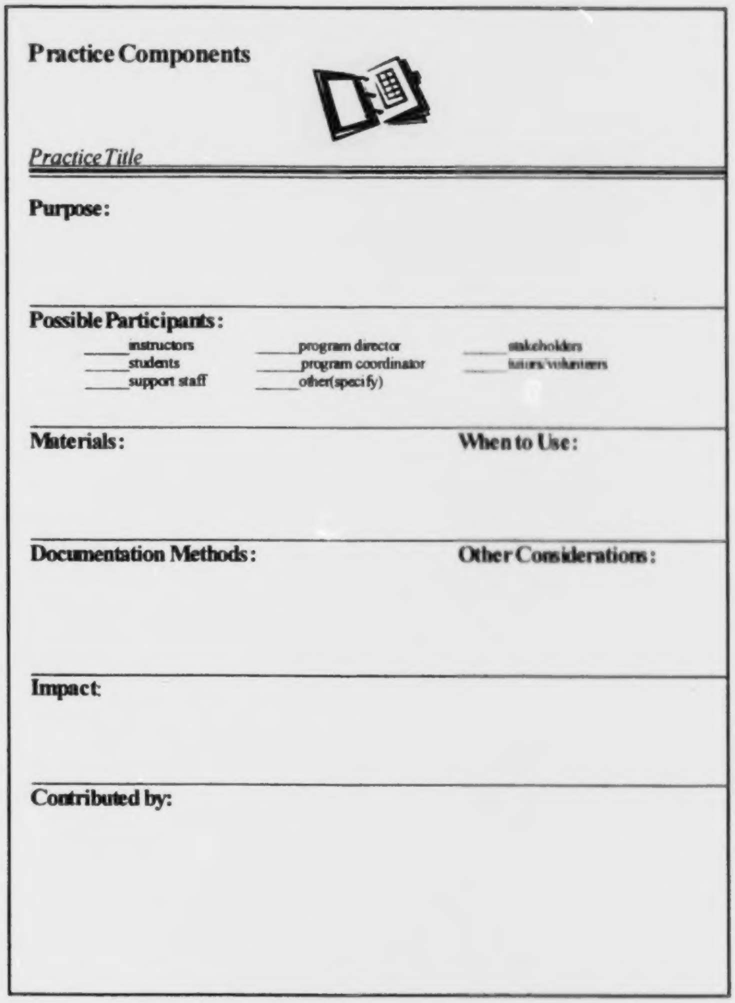
- A table of contents
- The Indicator with its measures and standards
- An overview of the Indicator
- A brief description of each practice
- Ideas and practices with accompanying handouts
- References and resources
- A correlation chart cross-referencing the practices

If, after reviewing the guide's contents, you feel that you have a practice that would be helpful to your ABLE colleagues in implementing any of the seven Indicators, please contact the Resource Guide Project staff at 614-688-3720.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Providing a Quick Glance at the Practices

All of the submitted practices, including those selected from literature, are accompanied by a **Practice Components Form**. This form presents users with a quick look at the elements in the practice, suggestions for implementation, and methods for collecting and documenting results.



Practice Components

Practice Title

Purpose:

Possible Participants:

_____instructors
_____students
_____support staff
_____program director
_____program coordinator
_____other(specify)
_____stakeholders
_____tutors/volunteers

Materials:

When to Use:

Documentation Methods:

Other Considerations:

Impact:

Contributed by:

Purpose:
States the objective/s for the practice.

Possible Participants:
Lists program personnel who may participate in implementing the practice.

Materials:
Lists handouts, forms, charts provided for the practice by page number.

When to Use:
Suggests best time to use, frequency, time length.

Documentation Methods:
Details how results are recorded and filed.

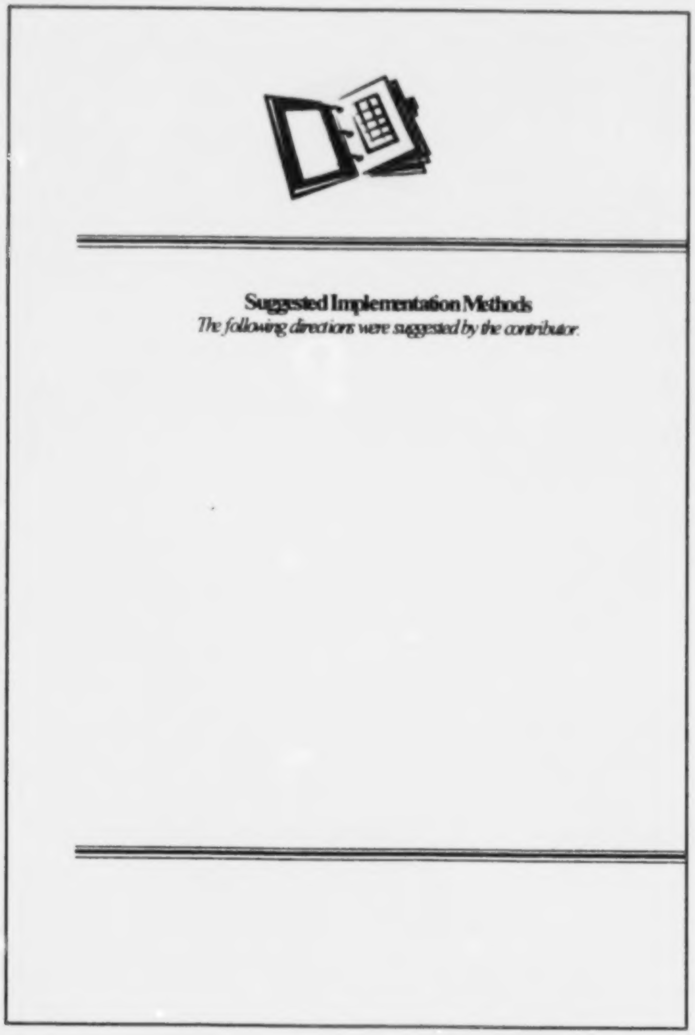
Other Considerations:
Additional information such as payment or linkages needed.

Impact:
Lists the impact of the practices on students, staff, and programs.

Contributed by or Adapted from:

If the practice is contributed, the contributor name, program and contact number is given. If the practice is adapted from literature, the source is provided.

The Implementation Methods page provides contributors' suggestions for using the practices. In cases of adapted materials, the Resource Guide staff has provided the organizational structure.



Suggested Implementation Methods

The following directions were suggested by the contributor.

Suggested Implementation: This page provides details of the practice in many ways.

- Lists the steps needed to use the practice.
- Provides some background information that would be useful as a discussion tool before adopting the practice.
- Shows an excerpt from a practice form that could be redesigned by individual programs to meet their needs.
- Emphasizes that the methods and practices are only suggestions and that adaptation is encouraged.

Using the Resource Guide for Program Planning

The Indicators of Program Quality Resource Guide can be a useful tool for anyone involved in program planning. As in any effort, a model practice is to assess the needs, create a plan addressing the needs, and implement and evaluate. The Resource Guide provides ideas and practices that programs can use and adapt to meet their needs. The following suggests how to incorporate the Resource Guide into program planning.

Creating a Climate for Change

1. **Conducting an Indicator Inventory**
    - Use the **Program Success Factors Assessment** (produced by the Retention Project directed by the Southwest ABLE Resource Center) or another needs assessment based on the Indicators of Program Quality to determine how the program is implementing the Indicators.
    - Identify areas that would benefit from improvement.
    - Prioritize the results.
2. **Using the Inventory Results to Create a Plan**
    - Choose an area for improvement from the prioritized list (This could be the most needed or the most feasible to implement at the time).
    - Determine what the program wants to do about the identified need and set that as a goal.
    - Use the **Indicators of Program Quality Resource Guide** to help in creating a written action plan, including a time line, that will allow the program to meet the stated goal.
3. **Taking Action**
    - Implement the steps in the plan as written.
    - Complete the plan in a timely manner.
4. **Following-up**
    - Evaluate the results of the change.
    - Reevaluate the plan.
    - Make changes to the plan and re-implement as needed.

***Other sources are the 1998 ABLE Program Administrators' Manual and the Retention Toolbox.*

ACKNOWLEDGMENTS

The Indicators of Program Quality Resource Guide is an example of the combined efforts of many people. Contributions of ideas and practices came from Ohio ABLE personnel, materials gathered at state and national conferences, and related literature. Invaluable advice on content, procedures, and formatting came from a task force comprised of individuals from ABLE programs and an ongoing Advisory Committee. Collecting ideas and practices was made easier by the cooperation of the Ohio Literacy Resource Center and the ABLE Regional Resource Centers.

The names of the ABLE contributors and their programs appear at the bottom of the Practice Components pages in each of the Indicator modules. Their willing responses to the call for effective practices have been the key to creating this Resource Guide.

A final word of thanks goes to the staff at the ODE/ABLE office for their suggestions and support throughout the creation and development stages of the Resource Guide.

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Implementing the Indicators of Program Quality

A Listing of ABLE Contributors by Program to the Resource Guide

- Ashtabula County JVS
- Athens County DHS ABLE
- Auburn Career Center
- Buckeye Career Center
- Canton City Schools Even Start
- Cleveland City Schools ABLE/GED Program
- Columbus Public Schools-North Education Center
- Dayton Public Schools ABLE
- Eastland Vocational School District
- Gallia-Jackson-Vinton JVS
- Jefferson Community College
- Madison ABLE
- Mansfield City Schools ABLE
- Maplewood Career Center
- Medina County Career Center
- Mid-East Ohio Vocational
- Northeast Regional Resource Center
- Northwest Local Schools ABLE
- Norwood City Schools ABLE
- Ohio Literacy Network
- Oregon City Schools
- Painesville ABLE
- Parma Community Education ABLE/ESL
- Penta County Vocational School
- Perry County ABLE
- Perry-Hocking County ESC
- Pickaway County ABLE
- Pickaway-Ross JVS
- Pike County JVS
- Reach 1
- Read for Literacy, Inc.
- Shawnee State University BASICS
- Southeastern Ohio ABLE
- Southern State Community College ABLE
- Southwest ABLE Regional Resource Center
- South-Western Family Resource Center
- Strongsville City Schools ABLE
- Union County ABLE
- Vanguard-Sentinel JVS
- Washington Local ABLE
- Wayne County Family Literacy Center
- Willoughby-Eastlake ABLE

Student Achievement and Student Advancement

A Module in the
Indicators of Program Quality
Resource Guides

Student Achievement and Advancement

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1.0 Student Achievement
Students demonstrate progress toward attainment of literacy skills, including reading, writing and speaking in English, computing, and solving problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

1.1 Student Advancement
Students complete educational requirements that allow them to be placed in, retained in, or complete postsecondary education, training, unsubsidized employment, or career advancement.

An Overview: Student Achievement and Student Advancement

The benchmarks for accountability by which student performance and achievement are measured in Adult Basic and Literacy Education programs are progress and advancement. From the initial pretest through instruction and ongoing assessment to the final post-test and move into additional training or educational setting, student progress is monitored and recorded. The methods for assessing performance and achievement may include tests (standardized, teacher and publisher generated), student self-reporting mechanisms such as journals and surveys, and teacher observations of students.

Each of these assessment methods has a different purpose within the learning environment. Whether using a standardized test for placement or a chapter checkup for determining student gains within textbook levels, progress can be recorded and decisions about learning needs and goals can be ongoing and current. A program's approach to identifying and implementing appropriate methods for monitoring and measuring student gain and advancement must be consistent with the requirements of the Ohio Department of Education and the procedures listed in Indicator 1 of the Indicators of Program Quality. Those requirements and procedures have been clearly stated on pages 42-66 of the ABLE Program Administrator's Manual. The Manual will be referred to frequently throughout the Resource Guide and can be found on-line at **http://literacy.Kent.edu/adminmanual/**. The information in the Administrators' Manual and the measures and standards of Indicator 1 should be reviewed periodically with all staff members to ensure compliance and consistency in procedures.

This section of the Indicators of Program Quality Resource Guide provides practices and ideas for fostering and monitoring student achievement and advancement in the following areas:

Documenting Performance
Setting Goals
Transition Planning

1.0 Student Achievement and 1.1 Student Advancement

<table>
<tr><td colspan="2">Student Achievement
1.0 Students demonstrate progress toward attainment of literacy skills, including reading, writing and speaking in English, computing, and solving problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.</td></tr>
<tr><td>Measure</td><td>Standard</td></tr>
<tr><td>A. Documentation of students' performance as measured on standardized and/or competency assessment instruments or alternative assessments such as teacher and student reports of achievement, student surveys, student journals, and observed student performance.</td><td>A.1 All students have on file a pre- and post-score on a state-approved standardized test or alternative assessment system.
A.2 At least 75% of all students show progress in basic skills and competencies on one or more of the following:
1. Standardized and/or teacher produced tests
2. Competency assessment
3. Student surveys
4. Student journals
5. Student performance
6. Teacher, student, and/or employer reports of achievement
A.3 Program will provide ongoing documented and dated evidence for all students regarding progress/achievements and/or competencies.</td></tr>
<tr><td>B. Students have identified one or more objectives that require instruction and result in student gains.</td><td>B.1 All students have on file a completed standardized goal form for both long- and short-term goals.
B.2 Instructors will meet with all students to provide ongoing and systematic documentation of goal progress or achievement of student centered and/or employer identified goals.
B.3 At least 85% of students rate the program as satisfactory or better in terms of services that are of sufficient intensity and duration for them to achieve substantial learning gains.</td></tr>
<tr><td>C. Students' performance as measured by life-skills competency checklist, life-skills activities, and/or documentation of improvement of personal, social, and employability skills.</td><td>C.1 At least 75% of all students show progress in life-skills, employability skills, and personal and social development based on one or more of the following:
1. Life-skills competency checklist
2. Life-skills activities
3. Documentation of personal and social skills
4. Documentation of employability skills</td></tr>
<tr><td colspan="2">Student Advancement
1.1 Students complete educational requirements that allow them to be placed in, retained in, or complete postsecondary education, training, unsubsidized employment, or career advancement</td></tr>
<tr><td>A. Percent of students who achieve their specific goals.</td><td>A.1 At least 7% of all students enrolled will enter other academic or vocational programs.
A.2 At least 20% of unemployed students enrolled (and in the labor force) will obtain unsubsidized employment.
A.3 At least 20% of employed students will retain employment or advance on the job.
A.4 Programs will maintain current documentation of all facilities' compliance with fire and safety laws and regulations.</td></tr>
</table>

Student Achievement and Advancement
Indicator 1
Documentation

Documenting the results of assessment activities is a requirement of every ABLE program. The results:

- Provide an on-going record of student progress and achievement
- Affect the design of individual student learning plans
- Allow for reporting of measurable outcomes
- Provide a snapshot of program effectiveness

The variety of documentation methods available to local ABLE program staff and students makes accurate, reliable, record-keeping a shared task. Whether submitting attendance to ABLELink or completing a checklist, the recorded results are used to meet reporting requirements and to plan for ongoing student achievement and continuous program improvement.

A Description of the Practices Included for Documenting Performance

☼ Designates a practice contributed by an Ohio ABLE program.

☼Monitoring Student Progress . . . . **p. 7**

The Program Quarterly Cumulative Performance Report provides instructors and program planners with documentation of student performance and can be used to track student trends, gauge student and instructor success, and prompt changes in instruction and program services.

☼Student Self-Assessment of Progress and Effort . . . . **p. 11**

Students should be encouraged to assess their involvement in the learning process. The Post-Test Self-Assessment and Student Self-Evaluation forms can be used to encourage student assessment of effort and preparation in the learning process.

☼Student Progress Documentation . . . . **p. 15**

Documenting student progress is a proven way for program planners to keep daily track of student performance. A simple form can be used to record student and instructor interactions which can then serve as a vital resource in program planning.

Observing and Recording . . . . **p. 18**

An introduction to using anecdotal records provides another method of monitoring and documenting performance.

Using Learning Journals and Logs for Self-Reporting . . . . **p. 21**

Student involvement in the recording and documenting of performance cannot be overlooked. When students take ownership of learning, their commitment and persistence to progress and achievement are evident. Programs encouraging such participation can use journals and logs as a way of tracking performance

☼Documenting Life-Skills Attainment . . . . **p. 27**

Checklists can reflect student needs and encourage student involvement in the learning process. Checklists created by one ABLE program have resulted in better documentation of skills attainment and more consistent delivery of life-skills instruction.

☼Using Student Learning Plans and Skills Checklists for Documentation . . . . **p. 33**

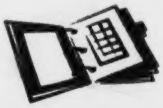
This practice uses the student's 12-hour goal sheet and skills checklists to document progress and achievement.

☼Using a Workforce Readiness Checklist . . . . **p. 41**

A goal completion checklist for workforce education and basic skills is used to document student progress in workforce readiness.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components



Practice Title: **Monitoring Student Progress**

Purpose:

- To monitor and determine the level of program effectiveness
- To provide a classroom profile
- To equip instructors with a framework for reflecting on program effectiveness

Possible Participants:

✓ instructors
____ students
____ support staff
✓ program director
✓ program coordinator
✓ other(specify)
Program Administrator
____ stakeholders
____ tutors/volunteers

Materials:

Program Quarterly Cumulative Performance Report, pp. 9-10

When to Use:

Submitted in December, April, June, and the end of summer school.

Documentation Methods:

One copy is kept in the ABLE program file. One copy is given to the teacher.

Other Considerations:

Used during the instructor's annual review. Some of this information is already being collected by ABLELink.

Impact:

- Instructors become engaged in a sustained review of student progress and can focus on individual student success rates.
- Using the report form promotes instructor commitment in change process and supports professional development.
- The report offers quality control in structuring a program to best serve student needs.

Contributed by:

Erika Botsch
Cleveland Public Schools ABLE/GED Program
216-631-2885

Monitoring Student Progress

Possible Implementation Methods

The following directions were suggested by the contributor.

- All ABLE and ESL instructors complete a Quarterly Cumulative Performance Report (QPR) for each of their classes four times per year.

- Instructors use completed QPR to:

  - Identify potential student needs for counseling and/or advocate intervention.
  - Review learning trends.
  - Identify the time factor associated with learning progress.
  - Evaluate and clarify student success.
  - Plan instructional changes.
  - Link performance outcomes to the Indicators of Program Quality.

- Administrators use QPR during staff evaluations.

- Note: The six function levels appearing on the chart are those that have been determined for the National Reporting System, July 1, 2000. These levels will be effective in July, 2000.

Adult Education ABLE/GED Program Quarterly Cumulative Performance Report (QPR)

Location: ______________________ Teacher: ______________________ Year: __________

Report Period: ______________________ Report Due Dates: December, April, June

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
1. Total Number of students enrolled											
2. Number of students placing in:											
■ Beginning Literacy (0-1.9)											
■ Beginning Basic Education (2-3.9)											
■ Low Intermediate Basic Education (4-5.9)											
■ High Intermediate Basic Education (6-8.9)											
■ Low Adult Secondary Education (9-10.9)											
■ High Adult Secondary Education (11-12)											
3. Number of students increasing one grade level in:											
■ Math											
■ Reading											
■ Both											
4. Number of students increasing two grade levels in:											
■ Math											
■ Reading											
■ Both											
5. Number of students who went on to Adult Secondary Education (ASE)											
6. Number of students who passed the GED Practice Test											
7. **Number of students taken/ing GED test:											
*Number Passed											
A. Number of students who attained their objective(s)											
B. Number of students who were referred tor supplemental services:											
■ Counseling											
■ Assessment											
■ Other/explain:											
C. Number of students who:											
■ Left public assistance											
■ Gained employment											
■ Enrolled in vocational training program											
■ Enrolled in postsecondary education											
D. Number of non-completers (participants withdrawn w/o completing objective(s):											
E. Total number continuing in program											
ALL STUDENT PROGRESS AND LEARNING GAINS ARE INDICATED IN COLUMN FOR MONTH IN WHICH STUDENT ENROLLED.											

Office of Adult & Continuing Education — ESL Program Quarterly Cumulative Performance Report (QPR)

Location: ______________________ Teacher: ______________________ Year: __________

Report Period: ______________________ Report Due Dates: December, April, June

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
1. Total Number of students enrolled											
2. Number of students placing in:											
■ Beginning ESL literacy											
■ Beginning ESL											
■ Low Intermediate ESL											
■ High Intermediate ESL											
■ Low Advanced ESL											
■ High Advanced ESL											
3. Number of students who moved to a higher level											
4. Number of students who progressed in:											
■ Listening Comprehension.											
■ Speaking											
■ Reading											
■ Writing.											
■ Math											
5. Number of students who received instruction in the essentials of American history and culture											
6. Number of students who											
■ Passed GED Practice Test.											
■ Attained 8th grade reading level.											
A. Number of students who attained their objective(s)											
B. Number of students who were referred tor supplemental services:											
■ Counseling											
■ Assessment											
■ Other/explain:.											
C. Number of students who:											
■ Left public assistance											
■ Gained employment											
■ Enrolled in vocational training program.											
■ Enrolled in postsecondary education.											
■ Enrolled in ABLE/GED class.											
D. Number of non-completers (participants withdrawn w/o completing objective(s):											
E. Total number continuing in program											
ALL STUDENT PROGRESS AND LEARNING GAINS ARE INDICATED IN COLUMN FOR MONTH IN WHICH STUDENT ENROLLED.											

Practice Components

Practice Title: **Student Self -Assessment of Progress and Effort**

Purpose:

- To document student effort in the learning process
- To encourage student involvement in evaluating progress
- To identify areas of weakness in test preparation

Possible Participants:

✓ instructors
✓ students
___ support staff
___ program director
___ program coordinator
✓ other (specify)
Advisor
___ stakeholders
✓ tutors/volunteers

Materials:

Student Self-Evaluation, p. 13
Student Post-Test Assessment, p.14

When to Use:

During conferences with student; as a periodic check of progress; as desired.

Documentation Methods:

Place completed forms in student file. Incorporate resulting plans into Individual Learning Plans.

Other Considerations:

These worksheets can be used alone but are most effective when student reflection and self-evaluation are consistent parts of the learning process.

Impact:

- Students have a method for connecting preparation and effort with progress and performance.
- Instructors and students can plan strategies for overcoming test anxiety or other barriers to success that are identified.

Adapted from:

http://www.umit.maine.edu/~clio/co...hty_599/evaluation/evaluation.html

http://edap.bgsu.edu/ASPECT/III.html Aspect Activities

Student Self-Assessment of Progress and Effort

Possible Implementation Methods

The student's role in assessing and evaluating performance is more than completing assignments or taking tests. The **Self-Evaluation Sheet** provides students with an opportunity to review individual effort in the learning process and to determine the usefulness of the information/skills in life outside the classroom. The **Post-Test Assessment,** asking students to review their test preparation methods, can be in the form of questions posed in a one-to-one conference or as a written activity.

Self-Evaluation Sheet, p. 13

- Provide the sheet to students to be completed during class or at home.
- Review the sheets individually with the student. Relate the results to other assessment materials in the student files.
- If needed, reset goals or rewrite the individual educational plan based on the outcome of the discussions.
- Place the results in the student file.

Post-Test Self-Assessment, p. 14

- Give to the student after a test has been completed and allow time to complete the questionnaire.
- The instructor should review the test and the questionnaire results, identifying possible intervention strategies.
- The instructor and student conference together so that students can elaborate on their responses and instructors can respond to any of the concerns about the test itself.
- Offering general strategies for reducing test anxiety may be helpful to many students.

Evaluating My Learning Experience

Student Self- Evaluation

Attendance

☐ Attend more than scheduled
☐ Attend as scheduled
☐ Attend less than scheduled

Comments/Explanation:

Amount of time spent on:

1. Assigned work
2. Individual work with tutor (if applicable)

Problems I've had in trying to complete assignments:

Changes that I will make to improve my progress:

Think about the latest ideas and skills that you've learned and describe how those help you meet your personal learning goals.

Post-Test Self-Assessment Questionnaire

Please respond to the following questions and statements about the test you recently completed.

Check the type of test you took:
- ☐ Multiple choice
- ☐ True/False
- ☐ Fill in the blanks (or provide the solutions)
- ☐ Essay
- ☐ Combination of types

1. Study Time
   - How long did you study?
   - Do you think you allowed enough time?

   Explain:

2. Study Methods
   - How did you study?

   - What materials did you use?

3. Effort
   - Did you do your best on this test?

   Explain:

4. Future Plans
   - What will you do differently to prepare for the next test?

   Explain:

Http://www.umit.maine.edu/~clio/co...hty_599/evaluation/evaluation/html

Practice Components

Practice Title: **Student Progress Documentation (GED)**

Purpose:
- To create a written document detailing verbal communications and observations of learner needs, progress, achievement, and goal-setting
- To have an on-going document for following progress and making recommendations about the student's educational plan

Possible Participants:

✓ instructors
✓ students
____ support staff
✓ program director
✓ program coordinator
____ other(specify)
____ stakeholders
____ tutors/volunteers

Materials:
Student Daily Progress Summary, p. 17

When to Use:
All during a student's program involvement.

Documentation Methods:
Keep copies in a student file.

Other Considerations:
None provided.

Impact:
- An open line of communication between student and instructor regarding educational progress and achievement is established.
- A formal documentation of the individual's education plan (IEP) and progress towards completion exists.

Contributed by:

William Kepp
Oregon City Schools ABLE
419-693-0668

Student Progress Documentation (GED)

Possible Implementation Methods

The following directions were suggested by the contributor.

- Instructors note contact with each learner regarding GED test subjects in the Progress Summary.
- Instructors record any discussions regarding personal, career, or life-skills issues in the Progress Summary.
- Instructors document recommendations made to a learner and /or referrals made to outside agencies in the Progress Summary.
- Instructors use the Progress Summary at regular meetings with the student and it becomes an ongoing account until the student exits the program.

DOCUMENTATION FOR GED STUDENT PROGRESS
STUDENT DAILY PROGRESS SUMMARY

______________________________ ABLE PROGRAM

STUDENT NAME: ______________________ DATE: ____________________

Math/Science:

Writing/Social Studies:

Literature/Reading:

Conference/ Referrals:

Comments:

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Practice Components

Practice Title: **Observation and Recording**

Purpose:
- To assess student progress and achievement through observation
- To evaluate the appropriateness of instructional strategies and materials

Possible Participants:

✓ instructors
___ students
✓ support staff
✓ program director
✓ program coordinator
___ other(specify)
___ stakeholders
✓ tutors/volunteers

Materials:
Anecdotal Record Form, p. 20

When to Use:
As a supplement to formal assessment.

Documentation Methods:
If instructional, place in student file. If management or behavioral in nature, place in instructor file.

Other Considerations:
Requires time to maintain and interpret. Consists of a description of the behavior and an interpretation which can be used for making decisions.

Impact:
- Instructors have an alternative method for assessing and documenting student progress and achievement.
- Observation and recording with anecdotal records focuses instructor's attention on student connectedness to the learning process.

Adapted from:

(Borich 1990, p. 49, 52, 54)
(Florida Department of Education 1998, p. 19)

Observation and Recording

Possible Implementation Methods

Step 1: Provide background information about how and why to use observation as a viable tool for recording and documenting progress.

A narrative reports behaviors or situations observed in a classroom. .The records are open ended because the observer isn't told exactly what to look for or in what order events should be recorded. The following two forms are used frequently in the classroom.

Anecdotal Record:	A descriptive narrative used by instructors to describe a specific event, conversation, or situation. An example would be recording topics discussed in student/instructor conferences.
Log or Journal:	A recording of brief details by students and instructors about classroom situations, a means of communication between student and instructor, a private collection of personal responses or thoughts, a record of assignments in progress or completed. An example is a **writing log** that contains assignments and the written responses. An **assignment log** details the work to be completed.

The Observation Process:

1. Determine the purpose and focus for the observation.
2. Observe and record.
3. Review and reflect on the information gathered.
4. Adjust strategies, materials, and/or learning activities.

Step 2: Review the use of the anecdotal record form and the ways in which it can be used to record and document progress.

Step 3: Determine how the information can be shared with students and used to make changes in individual education plans.

Step 4: Suggest methods for storing the anecdotal records.

Anecdotal Record Form

Purpose of the Observation	The Learning Situation: ☐ one-to-one ☐ small group ☐ whole group ☐ individual ☐ computer assisted ☐ performance
Describe the Learning Task	
Record Behaviors Observed	Possible Actions

Student Name: ______________________ Date: __________

Observer: ______________________

Practice Components

Practice Title: **Using Learning Journals and Logs for Self-Reporting**

Purpose:

- To make connections between assigned and completed learning
- To document progress
- To provide students a means of questioning assignments and concepts

Possible Participants:

✓ instructors
✓ students
____ support staff
____ program director
____ program coordinator
____ other(specify)
____ stakeholders
✓ tutors/volunteers

Materials:
Samples, pp. 22-26

When to Use:
Daily or weekly

Documentation Methods:
Keep completed logs in student portfolios.

Other Considerations:
The logs represent a time commitment for students and instructors but can serve dual purposes by documenting progress and assisting in goal setting.

Impact:

- A daily or weekly connection is made between goals and accomplishments.
- The logs provide a system for highlighting questions/concerns about assignments that instructors and students can discuss.
- Student involvement in the learning process is increased.

Contributed by:

Daily logs contributed by:

Michelle Deel
Penta County JVS
419-661-6555

Carolyn Gross
Shawnee State University
740-355-2452

Weekly log adapted from:

http://team.liunet.edu/Fall97Web/dailylog.htm {5-4-99}

Using Learning Journals and Logs for Self-Reporting

Possible Implementation Methods

Daily	Weekly
Allot a few minutes daily for students to reflect on the work they've completed that day.	*Allot time weekly for students to reflect on the work they've completed that week.* *(If students attend only one time per week, determine together when this should be done.)*
Encourage students to note questions/concerns they have about the materials and assignments in the logs.	*Encourage students to note questions/concerns they have about the materials and assignments in the logs.*
The log should focus on the student's learning; not personal feelings.	*The log should focus on the student's learning; not personal feelings.*
Place logs in student portfolios.	*Place logs in student portfolios.*

Use the logs to:

- Encourage self-reflection on the learning process. It may take a few times before students begin to think about their involvement in the learning process. You may want to prepare a sample log and share it with the class.
- Provide follow-up on the concerns mentioned in the logs.
- Monitor student progress.
- Detect situations that could impact persistence and completion.
- Make instructional or curriculum changes.
- Determine when and what type of assessment to administer.

Daily Log

NAME: ______________________________

Date	***Goal***	***Math***	***Reading***	***English***	***Life Skills***	***Monthly Assessment***

Michelle Deel, Penta County Vocational School

Student Daily Log
Level ____–Literacy/ESL

Reading ________
Math ________
Language ________

Student Name: ____

Date	Reading	Phonics	Writing	Speaking	Life/Employment

Education Goals: ____
(Week) (Quarter) (1-5 years)

Employment Goals: ____
(Past) (Short-term) (Long-term)

Student Signature: ____________________/____________________
Date entered

Carolyn Gross, Basics Program, Shawnee State University.

Student Daily Log

ABLE Level ______

TABE	**TABE**	**TABE**
Reading ______	Reading ______	Reading ______
Math ______	Math ______	Math ______
Language ______	Language ______	Language ______

Student Name: ____________________

Date	Reading	Writing	math	Life/Employ	Vocabulary	Computer
Monday Date:						
Tuesday Date:						
Wednesday Date:						
Thursday Date:						
Friday Date:						
Saturday Date:						

Education Goals: ____________________

(Week) (Quarter) (1-5 years)

Employment Goals: ____________________

(Past) (Short-term) (Long-term)

Student Signature: ____________________ /

Date entered

Comments: ____________________

Carolyn Gross, Basic Program, Shawnee State University.

Weekly Log

The Week in Review	
Name	Date
Goals for the week:	Status: ☐ all goals met ☐ some goals met ☐ no goals met
Describe the situations/problems that kept you from meeting all of your goals.	
Describe your plan for meeting the goals and continuing your progress.	

Adapted from: http://team.liunet.edu/Fall97Web/dailylog.htm {4 May 99}

Practice Components

Practice Title: **Documenting Life-Skills Attainment**

Purpose:

- To provide a consistent system for delivering life-skills instruction
- To provide a method for teachers to document student progress and achievement resulting from life-skills instruction

Possible Participants:

✓ instructors
✓ students
✓ support staff
____ program directors
____ program coordinator
____ other(specify)
____ stakeholders
✓ tutors/volunteers

Materials:
Guidelines, p. 29
Learner Goals, p. 30
Goal Documentation, p. 31
Instructor Record, p. 32

When to Use:
As needed for life-skills instruction.

Documentation Methods:
Life-skills checklists are placed in student folders. Teachers use Guidelines for Life Skills to record skills and dates completed.

Other Considerations:
Be sure that there are checklists for all of the activities.

Impact:

- More documentation of life-skills progress and achievement occurs.
- Students will meet more of their life skills goals.
- Instructors are less frustrated in having to look for materials.

Contributed by:

Gail Morgan and ABLE Associates
South-Western City Schools ABLE
614-870-5533

The Life-Skills Box and Checklist

Possible Implementation Methods

The following directions were suggested by the contributor.

- Create a life-skills box with sections corresponding to the Life-Skills Checklist by collecting various life-skills instructional materials.
- Provide materials for individual and group activities.
- Instructors add additional materials to meet individual needs.
- Individual students can use the box or the instructor can select materials from it.
- The Life-Skills Checklist has a place to document progress and record activities completed.
- Instructors document life skill attainment by marking the ABLE Life-Skills Guidelines Sheet.

GUIDELINES FOR LIFE SKILLS

(for instructor use)

1. Decide when to schedule life-skills instruction.

   Day of the week ____________________
   Time of Day ____________________

2. List all learners on the learner sheet and circle the number of the goals they have selected.

Example:

Learner	**Life Skill**	**Completed**
Sally Sue Sailor	***ER*** **1 2 3 4 5 6 7** ***WS*** **8 9 10 11 12 13 14** ***CR*** **15 16 17 18 19** ***DL*** **20 21 22 23 24 25 26 27 28 29 30** ***PS*** **31 32 33 34 35 36 37 38 39 40**	***# 7 ✓5-8-98***

3. Pick a skill(s) for each session.
   - individual goals
   - several groups of different goals
   - one goal for the entire class

4. Make note on learner sheet of completed goals. (*see example)

5. Make comments on comment sheet.

Specific Life-Skills Learner Goals

*Name:*____________________________________*Date:*____________

Please check all items of interest.

Employment Readiness

- ☐ 1. Read and comprehend employment ads.
- ☐ 2. Write resumes.
- ☐ 3. Fill out applications.
- ☐ 4. Gain interview skills.
- ☐ 5. Investigate training and education programs.
- ☐ 6. Investigate career interests.
- ☐ 7. Become familiar with computers.

Workplace Skills

- ☐ 8. Handle workplace stress.
- ☐ 9. Develop good time management resources.

Community Resources

- ☐ 10. Access library resources.
- ☐ 11. Become a U. S. citizen.
- ☐ 12. Register to vote.
- ☐ 13. Access postal office resources.

Daily Life

- ☐ 14. Reads ads and labels.
- ☐ 15. Access public transportation.
- ☐ 16. Budget household expenses.
- ☐ 17. Get driver's license.
- ☐ 18. Find housing.
- ☐ 19. Read maps.
- ☐ 20. Understand basic rights.
- ☐ 21. Gain personal bank account information.
- ☐ 22. Understand legal rights and contracts.

Parenting Skills

- ☐ 23. Understand developmental stages of children.
- ☐ 24. Help your child succeed in school.
- ☐ 25. Enjoy family reading.
- ☐ 26. Learn about health and nutrition.
- ☐ 27. Learn positive discipline techniques.
- ☐ 28. Promote home safety.
- ☐ 29. Enhance parenting skills.
- ☐ 30. Handle stress at home.
- ☐ 31. Access community.

Documentation of Specific Life-Skills Learner Goals

Please record methods and dates on the lines provided.

Employment Readiness

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________

Workplace Skills

8. ________________________________
9. ________________________________

Community Resources

10. ________________________________
11. ________________________________
12. ________________________________
13. ________________________________

Daily Life

14. ________________________________
15. ________________________________
16. ________________________________
17. ________________________________
18. ________________________________
19. ________________________________
20. ________________________________
21. ________________________________
22. ________________________________

Parenting Skills

23. ________________________________
24. ________________________________
25. ________________________________
26. ________________________________
27. ________________________________
28. ________________________________
29. ________________________________
30. ________________________________
31. ________________________________

❍ student choices	☐ group choices	✓ assigned	♯ date completed

ABLE Life Skills

Instructor Use

Learner	**Life Skill** **ER** 1 2 3 4 5 6 7 **WS** 8 9 10 11 12 13 14 **CR** 15 16 17 18 19 **DL** 20 21 22 23 24 25 26 27 28 29 30 **PS** 31 32 33 34 35 36 37 38 39 40	**Completed**
Learner	**Life Skill** **ER** 1 2 3 4 5 6 7 **WS** 8 9 10 11 12 13 14 **CR** 15 16 17 18 19 **DL** 20 21 22 23 24 25 26 27 28 29 30 **PS** 31 32 33 34 35 36 37 38 39 40	**Completed**
Learner	**Life Skill** **ER** 1 2 3 4 5 6 7 **WS** 8 9 10 11 12 13 14 **CR** 15 16 17 18 19 **DL** 20 21 22 23 24 25 26 27 28 29 30 **PS** 31 32 33 34 35 36 37 38 39 40	**Completed**
Learner	**Life Skill** **ER** 1 2 3 4 5 6 7 **WS** 8 9 10 11 12 13 14 **CR** 15 16 17 18 19 **DL** 20 21 22 23 24 25 26 27 28 29 30 **PS** 31 32 33 34 35 36 37 38 39 40	**Completed**
Learner	**Life Skill** **ER** 1 2 3 4 5 6 7 **WS** 8 9 10 11 12 13 14 **CR** 15 16 17 18 19 **DL** 20 21 22 23 24 25 26 27 28 29 30 **PS** 31 32 33 34 35 36 37 38 39 40	**Completed**

Practice Components

Practice Title: **Using Student Learning Plans and Skills Checklists for Documentation**

Purpose:

- To assist students in setting short-term goals
- To create a clear and systematic process for students to track their progress
- To document student progress and achievement

Possible Participants:

✓ instructors
✓ students
✓ support staff
___ program director
___ program coordinator
___ other(specify)
___ stakeholders
___ tutors/volunteers

Materials:

Student's Program, p. 35
Reading Skills Checklist, p. 36
Math Skills Checklist, p. 37
Attendance Form, p. 39
12-Hour Goal Sheet, p. 40

When to Use:

A new goal sheet is used at the end of 12 contact hours.

Documentation Methods:

The completed goal sheet and checklists with completion dates serve as documentation and are kept in student files.

Other Considerations:

This practice involves goal setting at the end of 12 contact hours. Revise as needed.

Impact:

- The students have an opportunity for self-evaluation and are given a valid role and ownership in their education.
- Students are more motivated when setting goals that can be accomplished in 12 contact hours.

Contributed by:

Nancy Lougheed
Washington Local ABLE
419-473-2364

Using Student Learning Plans and Skills Checklists for Documentation

Possible Implementation Methods

The following directions were suggested by the contributor.

**This practice relies on repeating the goal-setting process after 12 hours of instruction. Adapt as needed.*

- A Skills Checklist is designed for each textbook and materials in the ABLE curriculum and is labeled by subject area; a variety of colors are used for the Checklists for easy identification in student folders.

- Following the intake, orientation, and assessment process, the instructor writes an individualized program of instruction for each learner (see page 35).

- In individual conferences with the students, the instructor explains the planned individualized student program, shows them the materials they will be using, and places the appropriate Skills Checklists in their folders. The materials to be used are written on the student program sheet. Each item on the Checklist is dated by the students as they move through their program.

- At the same conference, the instructor and student do goal setting and the instructor explains that not all goals may be accomplished during the 12 hours or goals may be exceeded and those goals will be revisited. These forms can be adapted to fit the goal setting requirements of each program.

- Learners track their attendance using the Attendance Form and inform the instructor when twelve hours have been completed.

- Routine goal setting is accomplished using the 12-Hour Goal Sheet, p. 40, in conjunction with the Skills Checklists and Attendance Form. The 12-hour goal-setting process can be adapted to fit individual program policies.

- Copies of the completed forms are kept in the student file and serve as documentation of progress and achievement.

STUDENT'S PROGRAM

Name: ______________________________

Subject	Materials
Math	
English	
Literature	
Science	
Social Studies	
Reading	
Computer Skills	
Employability Skills	
Other	

Make a copy for the instructor and the student.

Adult Basic and Literacy Education
Reading Skills Checklist

Student: ____ **Date:** ______________

Word Lists

(Check and date when the skill is completed.)

Dolch Basic Word List

__________ Column 1
__________ Column 2
__________ Column 3
__________ Column 4
__________ Column 5

Instant Word List

__________ 1-25
__________ 26-50
__________ 51-75
__________ 76-100
__________ 101-125
__________ 126-150
__________ 151-175
__________ 176-200
__________ 201-225
__________ 226-250
__________ 251-275
__________ 276-300
__________ 301-325
__________ 326-350
__________ 351-375
__________ 376-400
__________ 401-425

Instant Word List (Cont.)

__________ 426-450
__________ 451-475
__________ 476-500
__________ 501-525
__________ 526-500
__________ 551-575
__________ 576-600
__________ 601-650
__________ 651-675
__________ 676-700
__________ 701-725
__________ 726-750
__________ 751-775
__________ 776-800
__________ 801-825
__________ 826-850
__________ 851-875
__________ 876-900
__________ 901-925
__________ 926-950
__________ 951-975
__________ 976-1000

Adult Basic and Literacy Education
Skills Checklist—Math

Student: ______________________________ **Date Enrolled:** ____________

(Check and date when the skill is completed.)

Whole Numbers
- _____ Add
- _____ Subtract
- _____ Multiply
- _____ Divide
- _____ Word problems
- _____ Rounding off
- _____ Mean & median
- _____ Number series
- _____ Properties
- _____ Order of Operations
- _____ Review

Decimals
- _____ Place Value
- _____ Reading
- _____ Zeros
- _____ Writing
- _____ Comparing
- _____ Add
- _____ Subtract
- _____ Multiply
- _____ Divide
- _____ Rounding Off
- _____ Repeating
- _____ Review

Fractions
- _____ Mixed
- _____ Proper/Improper
- _____ Reducing
- _____ Word Problems
- _____ Changing Improper
- _____ Add
- _____ Subtract
- _____ Common Denominator
- _____ Raising
- _____ Multiply
- _____ Dividing
- _____ Word problems
- _____ Decimals to fractions
- _____ Fractions to decimals
- _____ Comparing
- _____ Review

Probability
- _____ Ratio
- _____ Proportion
- _____ Word problems
- _____ Review

Percents
- _____ Percent to decimal
- _____ Decimal to percent
- _____ Fraction to percent
- _____ Percent to fraction
- _____ Proportions & percents
- _____ Word problems
- _____ Increase/decrease
- _____ Successive %s
- _____ Shortcuts
- _____ Interest
- _____ Review

- _____ **Measurement**
- _____ **Graphs and Tables**

Algebra
- _____ Expressions
- _____ Variables
- _____ Equations
  - _____ Add
  - _____ Subtract
  - _____ Multiply
  - _____ Divide
  - _____ Longer expressions
  - _____ (   ) Using parens
  - _____ Substituting
  - _____ Separated unknowns
  - _____ Word problems
  - _____ Formulas
  - _____ Review

Geometry
- _____ Figures
- _____ Perimeter/ circumference
- _____ Powers
- _____ Square roots
- _____ Area
- _____ Volume
- _____ Word problems
- _____ Angles
- _____ Triangles
- _____ Similarity
- _____ Congruence
- _____ Pythagorean
- _____ Review

Special Topics
- _____ Number line
- _____ Signed numbers
  - _____ Add
  - _____ Subtract
  - _____ Multiply
  - _____ Divide
- _____ Inequalities
- _____ Monomials
- _____ Factoring
- _____ Simplifying
- _____ Square roots
- _____ Algebra to solve geometry problems
- _____ Rectangular coordinates
- _____ Distance
- _____ Linear equations
- _____ Slope
- _____ Intercept
- _____ Quadratic equations
- _____ Scientific notation

Adult Basic and Literacy Education
Skills Checklist–English

Student: ______________________________ **Date:** __________

(Check and date when the skill is completed.)

Sentence Basics

_____ Sentence handout
_____ End marks
_____ Subjects/verbs
_____ Compounding
_____ Nouns
_____ Plurals
_____ Possessive nouns
_____ Pronouns
_____ Possessive pronouns/contractions
_____ Review exercise

Using Verbs

_____ Verb tenses
_____ Passive voice
_____ Spelling regular verb forms
_____ Three troublesome verb pairs
_____ Subject-verb agreement
_____ Compound subject-verb agreement
_____ Inverted word order
_____ Prepositional phrases
_____ Other interrupters
_____ Indefinite pronouns
_____ GED practice exercises

Combining Ideas in Sentences

_____ Review independent clauses
_____ Compound sentences (Way #1)
_____ Commas with and
_____ Connectors (Way #2)
_____ Run-ons and comma splices
_____ Complex sentences (Way #3)
_____ Eliminating fragments
_____ Wording in complex sentences
_____ Combining ideas in different ways
_____ Rewriting sentences in different ways
_____ Sentence combining in GED test questions
_____ Sequence of tenses
_____ GED practice exercises

_____ **Capitalization**

_____ **Parallel structure**

_____ **Essay**

Adult Basic and Literacy Education
Hours of Attendance

Student: ______________________________

Month: ______________																											
	Week ____					**Week** ____					**Week** ____					**Week** ____					**Week** ____					**Hours**	
Conferences were held on the following dates:	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	Hours	Total Hours to Date
Month: ______________																											
	Week ____					**Week** ____					**Week** ____					**Week** ____					**Week** ____					**Hours**	
Conferences were held on the following dates:	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	Hours	Total Hours to Date
Month: ______________																											
	Week ____					**Week** ____					**Week** ____					**Week** ____					**Week** ____					**Hours**	
Conferences were held on the following dates:	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	Hours	Total Hours to Date

12-Hour Goal Sheet
ABLE Program—Goal Setting

Name:______________________________**Date:** ____________

(Complete this sheet with instructor's help.)

One goal that I would like to accomplish in 12 hours of class is: ____________________

Steps needed to achieve this goal are:

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________

Another goal I would like to reach is: ____________________

Steps needed to reach this goal are:

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________

A third goal I would like to reach is: ____________________

Steps needed to reach this goal are:

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________

Date: ____________

How I feel about my progress towards my goals at this time: ____________________

Practice Components

Practice Title: **Workforce Readiness Checklist**

Purpose:

- To bridge the gap between adult basic education/GED and further education, job training and career development choices
- To provide the "next step" towards successful employment

Possible Participants:

✓ instructors
✓ students
___ support staff
✓ program director
___ program coordinator
___ other(specify)
✓ stakeholders
___ tutors/volunteers

Materials:

Goal Completion Checklist, p. 43

When to Use:

At the beginning of a 12-week cycle. Follow-up occurs by individual sessions with instructors and WEBS coordinator.

Documentation Methods:

Dated checklists are kept in student files.

Other Considerations:

The checklists evolved for the Workforce Education Basic Skills (WEBS) Program.

Impact:

- Lessons and curriculum were developed to match the checklist.
- The checklist has become an integral part of the Welfare Reform/Ohio Works First contract.

Contributed by:

Steve DeAnna
Ray Humphrey
Ashtabula County JVS
440-576-6015

Workforce Readiness Checklist

Possible Implementation Methods

The following directions were suggested by the contributor.

- Students are referred to the program on the first week of the month only. (This is a closed class as students are referred on a set schedule from Ohio Department of Human Services.)
- Students are encouraged to attend for 12 weeks.
- Workforce Readiness and Employability Skills lessons are divided into three 4-week cycles.

Weeks	1-4	Cycle 1
Weeks	5-8	Cycle 2
Weeks	10-12	Cycle 3

- Students can enter at any stage of the 12 weeks. (Example: If a group starts on February 1 and a new group enters on March 1, the February group will have completed their initial cycle and be ready to move onto Cycle 2. The new class members will begin with Cycle 1.)
- The initial cycle contains many self-paced and individual activities. It is possible that students might complete all the allotted assignment in less than four weeks. If so, then they move on to the next Cycle.
- Using the Weekly Plan and the Goal Completion Checklist helps students focus on their goals.

Workforce Education and Basic Skills
GOAL COMPLETION CHECKLIST
N= Needs Work/M=Mastered

Dates **Date Work Completed**

Week 1

_____ _____ 1. World of Work Series-Video Interactive program: Identify good workforce ethics, competency, and performance.

Week 2

_____ _____ 2. Bellewether Personal Series Program Interactive CD/ROM:

☐ Respect for Others ☐ Attitude ☐ Punctuality
☐ Civility ☐ Self-Respect ☐ Cleanliness

Week 3

_____ _____ 3. The student is able to identify personal likes and dislikes/strengths.
_____ _____ 4. The student is able to complete a career interest survey.
_____ _____ 5. The student is able to identify barriers to employment.

Week 4

_____ _____ 6. The student is able to use job resource materials: CIS, OOH, DOT, Guide to Occupational Exploration, and library reference section.
_____ _____ 7. The student is able to identify the skills, abilities, training/education required, nature of work, and job outlook for their job/career choice.

Week 5

_____ _____ 8. The student is able to perform entry-level office tasks: collating, filing, answering telephone, and taking messages.
_____ _____ 9. 12 hours Basic Computer Training at ABLE computer lab: [ ] Orientation, [ ] Practice Site, [ ] NEO One Stop

Week 6 and 7

_____ _____ 10. The student is able to write resume, cover letter, list of references, and thank you letter.

Week 8

_____ _____ 11. The student is able to identify five (5) sources of job leads.
_____ _____ 12. The student is able to list ten (10) prospective employers.

Week 9

_____ _____ 13. The student is able to complete a mock interview and dress appropriately.
_____ _____ 14. The student is able to compare jobs and their fringe benefits.
_____ _____ 15. The student is able to fill out employment-related forms.
_____ _____ 16. The student is able to read a paycheck stub and calculate wages.

Week 10

_____ _____ 17. The student is able to keep a job-hunting log.

Week 11

_____ _____ 18. The student will complete Internet search/job banks for job openings in his/her job/career choice.
_____ _____ 19. Vocational Exploration Program Vocational Choices: ______________________

____

Week 12

_____ _____ 20. Evaluation: Student demonstrates ability to work on a team, exhibit good work ethics, manage time effectively, and exhibits job readiness by mastering previous nineteen (19) goals.

Student Signature: ____________________________ Instructor Initials: _______ Date: ___________

Student Achievement and Advancement

Indicator 1

Setting Goals

Setting goals focuses the learning process for students and instructors.

- With identified goals, a program can align its services to meet student needs.
- The interaction between instructor and student during the goal setting process can be the first step in building a working relationship.
- Frequently revisiting the goals fosters continued commitment and persistence on the part of the student and offers instructors an opportunity to review instructional plans.

A Description of the Practices Included for Setting Goals.

☼Designates a practice contributed by an Ohio ABLE Program

Frequently Asked Questions About Setting Goals .... p. 47

This list of seven questions with suggested responses is directed at people who are new to goal setting, like many ABLE students. Suggestions are given for when and how to provide helpful information about the goal-setting process.

☼Advising During the Enrollment Process .... p. 50

Combining advising activities with enrollment help students get off to a good start when beginning their time with ABLE.

☼Student Advising .... p. 54

Matching instructors with students to serve as advisors throughout the learning process provides opportunities for intervention, encouragement, and collaboration that will contribute to a student's success in ABLE programs.

☼Involving Students in Weekly Planning .... p. 56

Involving students in a weekly review of their progress and encouraging them to take ownership of their learning experiences allows instructors and students to consistently check performance.

☼Sample Goal-Setting Forms and Contracts .... p. 59

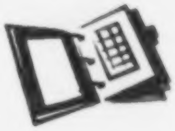
All ABLE programs use goals sheets for planning and documenting student performance. This section contains a sampling of those forms. Programs are encouraged to adapt any form to fit their needs

☼Connecting Goal Setting and Retention Strategies .... p. 63

How to keep students enrolled and moving toward their goals is a key issue on every ABLE program agenda. The Southwest Regional Resource Center has created a collection of retention tools and strategies useful to all ABLE programs.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components



Practice Title: **Frequently Asked Questions About Setting Goals**

Purpose:

- To look at goal setting from the student's perspective
- To describe the goal-setting process

Possible Participants:

✓ instructors
✓ students
✓ support staff
___ program director
___ program coordinator
✓ other (specify)
Whoever does the enrollment interview
___ stakeholders
___ tutors/volunteers

Materials:
Frequently Asked Questions, p. 49

When to Use:
At the beginning of a goal-setting session.

Documentation Methods:
Written goals are in student files.

Other Considerations:
Instructors should be prepared to offer examples that support the goal process as students may not feel comfortable with or be accustomed to the process.

Impact:

- Students will have a clear understanding of the value of goal setting, especially as used in ABLE programs.
- The questions and answers can be included in student orientation materials.

Adapted from:

Top Achievement
http://www.topachievement.com/goalsetting.html [20 July 99]

Frequently Asked Questions About Setting Goals

Possible Implementation Methods

Students may not feel comfortable with setting goals because they may have had little practice with the process. The Frequently Asked Questions are samples of their concerns.

- **Place the questions on a transparency and use during orientation.**
- **Place the information in student orientation packets.**
- **Use the questions as a reminder to intake and orientation staff of possible concerns student might have about goal setting.**

Frequently Asked Questions About Setting Goals

[These responses are only suggestions.]

What is goal setting?

Goal setting is the term commonly given for the process of identifying a desired skill, or job, working toward specific objectives, and determining the steps needed to be able to do it.

What is the purpose of goal setting?

By learning that setting goals and developing successful habit to meet them is a process that can be done repeatedly, goals can become the road map to education and employment skills.

How are goals determined?

Consider the following when thinking about goals:

- *Choose something that you really want; not something that you think sounds good to others. If your goal is to get a better job or get a new job, certain skills will need to be learned. They may not be something you want to do, but you will recognize that they are a necessary part of meeting your overall goals.*

- *Be sure that your goals work together; don't contradict yourself. Example: You like to work outside but identify office work as your employment goal.*

- *Think about who can help you achieve your goal. Will you have their support? The ABLE staff will do as much as possible to assist you in achieving your goals. When possible, form a support system of friends and family to help you meet your goals.*

Frequently Asked Questions About Setting Goals (2)

How does goal setting work?

- *Participants in ABLE programs are required to set goals when entering the program.*
- *Goals are reviewed on a regular basis (weekly, monthly, upon completion).*
- *New goals are set when old ones have been met.*
- *The ABLE staff will help with identifying goals.*

How do I write a goal?

- *Write your goals in the positive. "I will ___________."*
- *Write your goals out in complete form. "I am going to get a GED, attend training classes at the community college, and become a medical transcriptionist."*
- *Add reasons to your goal. "I will improve my English speaking skills because I would like to be able to talk with my daughter's teacher at conferences and at school activities. The reason gives depth and drive to the goal.*
- *The ABLE staff will help with writing the goals.*

What is the most difficult part of setting goals?

- *Being realistic but not undervaluing yourself.*
- *Choosing goals that YOU want to achieve.*
- *Realizing that it takes time to reach goals—setting the goal is only the first step—a big step—but just the first.*

What is the best part of setting goals?

- *You have a plan that will take you where you want to go.*
- *You can add to the plan as you go along*
- *The ABLE staff is here to help.*

Practice Components

Practice Title: Advising During the Enrollment Process

Purpose:

- To help students obtain the best information and advice about programs that are available at the Adult Education Center

Possible Participants:

✓ instructors
✓ students
_____ support staff

_____ program director
_____ program coordinator
✓ other (specify)
Enrollment Center Advisory Team

_____ stakeholders
_____ tutors/volunteers

Materials:

Enrollment Center Process, p. 52
Enrollment Team Roles, p. 53

When to Use:

Advising requires 15-20 minutes and is done at a time set up after testing.

Documentation Methods:

Advisors participate in focus groups made up of members of the Enrollment Center team to discuss concerns, problems, and successes of the Enrollment Center. Evaluation forms are returned to the advisor.

Other Considerations

Advisor must be familiar with the enrollment process, required paperwork, TABE scoring, competency checklists, goal setting, and referral processes.

Impact:

- Students make informed choices about their individual study plans.
- Students set long- and short-term goals with the assistance of the advisor.
- The advising session helps eliminate some of the fear and frustration that adult students have when returning to the classroom.
- Instructional staff benefit because most of the "groundwork" has already been completed by the individual advisors.

Contributed by:

Helen Jane Wilson
Maplewood Career Center
330-296-2892

Advising in the Enrollment Process

Advising is one stage of a three-part enrollment process used at the Maplewood Career Center. After a student has completed initial testing, a time to return and meet with an advisor is scheduled. At that meeting, information is provided regarding test results, goal setting, available services, and support services. An advisor assists students in making decisions about their entrance into the ABLE program.

Suggested Implementation Methods

The following directions were suggested by the contributor.

- Students are asked to sign in.
- Students and advisor process appropriate forms such as Release of Information, Conduct, and Learning Styles Inventory.
- The advisor discusses the TABE profile with the student emphasizing the positive achievements.
- Students and advisor review the Life-Skills Competencies Checklist.
- The advisor assists the student in beginning goal setting.
- The advisor provides information about the program's schedules and sites.
- A site is selected and a referral form is completed.
- The student and advisor complete the Intake Checklist
- Any need for support services are noted, referral opportunities are discussed, and notes regarding special needs are given to the Intake Coordinator.

Adult Basic and Literacy Education/ GED Program

Enrollment Center Process

I. Orientation and Assessment

A. Sign-in and registration
B. Welcome and introductions
C. Overview of the ABLE/GED program
D. Orientation packet–welcome, brochures, calendar, GED information/test dates, class format/procedures/program policy
E. Complete intake form, student self-assessment form and emergency form
F. Administer and score TABE locator
G. Administer TABE Survey 7
H. Schedule appointment with an advisor (day, time, site, name of advisor)

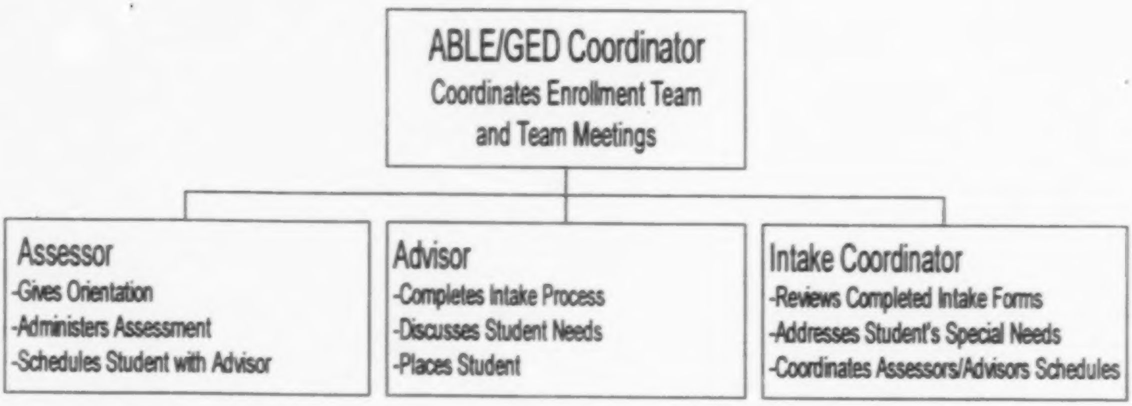
II. Advising

A. Welcome and sign-in
B. Process forms–(release of information, ABLE Student Conduct Form); administer learning style inventory
C. Discuss TABE Profile–emphasize positive achievements
D. Review Life Skills Competencies Checklist
E. Begin goal setting
F. Discuss learning centers–locations, days, times, programs
G. Selection of learning center/written referral form (1 to student and 1 to Intake Coordinator)
H. Complete Intake Checklist
I. Coordination with referral services (JOBS, LEAP, PCES)
J. Need for support services
K. Notes to Intake coordinator regarding special needs: for example, LD, tutoring, referrals

III. Placement at Learning Center

A. Welcome/format/procedures at learning center
B. Intake at center
  Reading Assessment (San Diego/Slosson, if needed)
  Reading interview
  Review Life Skills Competencies Checklist
  Math/reading/writing skills competencies
  Math/English/reading inventories, if needed
  Student participation agreement
  Goal setting
  Computer use survey
  Career/job prep survey
C. PPR–Personal program review–every 3 months review individual goal setting and SEP
D. Review results of learning style inventory completed at assessment–student given their own copy of results and strategies
E. Complete evaluation of the enrollment process form–return to Program Coordinator for review

Adult Basic and Literacy Education


ABLE/GED Coordinator
Coordinates Enrollment Team and Team Meetings
Assessor
-Gives Orientation
-Administers Assessment
-Schedules Student with Advisor
Advisor
-Completes Intake Process
-Discusses Student Needs
-Places Student
Intake Coordinator
-Reviews Completed Intake Forms
-Addresses Student's Special Needs
-Coordinates Assessors/Advisors Schedules

Adult Basic And Literacy Education

Enrollment/Intake Team

Enrollment Process

Activity	Student Action	Program Action
Orientation and Assessment	**Calls program**	**Schedules orientation and assessment**
	Attends orientation and assessment	**Assessor: Gives orientation, administers assessment, determines results of assessment**
		Assessor: Schedules meeting with advisor
Advising	**Meets with advisor**	**Advisor: Completes intake, reviews assessment results**
	Discusses needs	**Advisor: Places in program**
Placement	**Attends program**	**Intake Coordinator: Reviews intake forms, handles special needs for students, distributes intake folders**

Practice Components

Practice Title: **Student Advising**

Purpose:

- To track student progress on a daily, weekly, and monthly basis
- To act as a student advisor

Possible Participants:

✓ instructors
✓ students
____ support staff
____ program director
____ program coordinator
____ other (specify)
____ stakeholders
____ tutors/volunteers

Instructor must have knowledge of program policies, offerings, and referral processes.

Materials:

No specific form is used.

When to Use:

After student has completed 12 contact hours in an ABLE program.

Documentation Methods:

Notes are made in anecdotal record form and placed in student file and portfolio.

Other Considerations:

See the Documentation Section in this module for a sample anecdotal record form.

Impact:

- Staff and student morale are increased.
- Student retention and completions are increased.
- Cooperation between ABLE and referral agencies is more positive.
- GED completions have increased.

Contributed by:

Joe McGowan
Athens County Department of Human Services (DHS)
740-797-2523

Student Advising

Possible Implementation Methods

following directions were suggested by the contributor.

- Teachers are assigned to advise a number of students who have completed an initial 12 hours in the ABLE program.
- Teachers become advisors for students regarding:
  - Goal setting
  - Review of school work and tests
  - Implications of learning style for classroom performance
  - Portfolio content decisions
- The advisor makes and coordinates referrals to local Department of Human Services (DHS) and/or other agencies.
- The advisor helps students create solutions for transportation and childcare problems.
- The advisor assists students in making decisions about classes, peer teaching, and tutoring.
- Advisors serve as quasi-counselors for students dealing with situations that can be resolved without a referral, **especially where sanctions might result**.
- Advisors record advising activities in anecdotal record form in each advisee's portfolio and student file and updates those records monthly.

Practice Components

Practice Title: **Involving Students in Weekly Planning**

Purpose:

- To create a current weekly education plan
- To have a method of reviewing the previous week's progress

Possible Participants:

✓ instructors
✓ students
____ support staff
____ program director
____ program coordinator
____ other (specify)
____ stakeholders
____ tutors/volunteers

Materials:

Planning Weekly Goals Sheet, p. 58

When to Use:

Done on the first day of the week the student attends class.

Documentation Methods:

Completed planning sheets are kept in a student portfolio.

Other Considerations:

None provided.

Impact:

- Students' involvement in the planning of their educational progress is increased.
- There is a consistent approach to planning and documenting the students' progress and achievement.
- The instructor and students have an opportunity to increase their rapport.

Contributed by:

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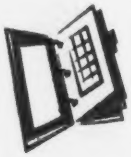
Pickaway-Ross JVS
740-642-2550 ext.287



Involving Students in Weekly Planning

Possible Implementation Methods

The following directions were suggested by the contributor.

- Instructor and student meet together in a personal conference on the first day of the week that the student attends class.
- The conference time is used to plan the week's learning activities based upon the anticipated number of hours the student will attend per week.
- The student and instructor review and discuss the previous week's progress including test scores.
- The instructor encourages and emphasizes the value of student input in creating the weekly learning plan.
- The instructor records the plan on the Planning Weekly Goals Sheet and places it in the student's portfolio.
- The last planning sheet of the each month is saved in the portfolio to help track student progress.

PLANNING WEEKLY GOALS

Name: ______________________________

Approved by: ______________ **Program:** ______________

Week Beginning: ______________________________

Subj Class Sec.						
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						

Practice Components

Practice Title: **Sample Goal-Setting Forms and Contracts**

Purpose:

- To provide a method for goal setting
- To provide method for documenting the goal setting process

Possible Participants:

✓ instructors
✓ students
✓ support staff

____ program director
____ program coordinator
____ other (specify)

____ stakeholders
____ tutors/volunteers

Materials:

Goals Checklist, p. 60
Goal-Setting Sheets, p. 61
Student Contract, p. 62

When to Use:

- When student enrolls.
- When goals are met.
- During conferences.
- When student exits.

Documentation Methods:

Keep in student portfolio or instructor file.

Other Considerations:

Use the sample forms as presented or adapt to fit the needs of your ABLE program.

Impact:

- Students will have a focus for their work within the program.
- Students and instructors will have a process for planning individual instruction and activities.
- Programs can document student progress and the effectiveness of the delivery of program services.

Contributed by:

Joyce Winters
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419-661-6555

Note: No implementation page is included for this practice.

GOALS CHECKLIST

Month of: ______________________

Student: ___________________________

Goal for this month: ____

____

____

____

____

____

____

Goal Completed ______ Progressing Toward Goal ______

What I need to do next: (If you completed your goal, establish a new one for next month. If you're still progressing toward your goal, what do you need to do to accomplish your goal by next month?)

____

____

____

____

____

____

________ **Student initials**

________ **Teacher initials**

________ **Date**

Goal Setting

Name: ______________________ ***Date:*** __________

Teacher: ______________________

These are my most important goals: ______________________

I will get there by first reaching these goals: ______________________

I know I am on my way because I can already: ______________________

I can help myself reach my goals if I: ______________________

These things stand in my way: ______________________

This is what I can do to get help: ______________________

STUDENT CONTRACT

Name: ____

Date: ____

Reason for attending the ABLE class: __________________________

____

____

I plan to attend: ____ hours a week, ____ days a week, ____ nights a week

I have read the list of ten items explaining the __________________________ ABLE Program.
(name of program)
I have talked with an instructor, set my goals, and I am committed to staying in the ABLE Program until my goals are met. I agree to abide by all ABLE program policies while a student in this class.

__________________________________ / ______________
Student Signature Date

__________________________________ / ______________
Instructor Signature Date

Practice Components

Practice Title: Connecting Goal Setting and Retention

Purpose:

- To develop staff awareness of the connection between successful goal setting and persistence and progress in adult students

Possible Participants:

- ✓ instructors
- ✓ students
- ✓ support staff
- ✓ program director
- ✓ program coordinator
- ☐ other (specify)
- ☐ stakeholders
- ✓ tutors/volunteers

Materials:

Retention Toolbox

When to Use:

Frequently during a program year

Documentation Methods:

Student persistence is documented by attendance records and assessment results.

Other Considerations:

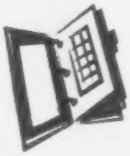
Each program has a Retention Toolbox.

Impact:

- Staff will use strategies from the Retention Toolbox to plan a successful goal setting process which addresses student and program needs.

Contributed by:

Retention Project
Southwest Ohio ABLE Regional Resource Center
1-800-558-5374



Connecting Goal Setting and Retention

Retention Toolbox

A toolbox of strategies and activities

The Southwest Ohio ABLE Regional Resource Center has developed, tested, and disseminated a toolbox of ideas, activities, and strategies to be used in ABLE classrooms. The toolbox contains:

- **Calendar**: a perpetual calendar which has 365 easily implemented activities and suggestions to promote student success and retention.
- **Retention Mini-Game**: a game that encourages staff and students to design creative solutions to retention-related classroom scenarios based on the Indicators of Program Quality.
- **Mini-Book:** a booklet featuring research-based retention strategies and activities corresponding to program elements addressed in Ohio's Indicators of Program Quality.
- **Assessment of Program Success Factors**: an assessment which provides a comprehensive and systematic method to evaluate and analyze program variables resulting in information that can be used to develop retention objectives that respond to the unique needs of ABLE programs.

Student Advancement
Indicator 1
Transition Planning

The ongoing process of achieving goals for ABLE students involves progressing from ABLE program offerings into other learning, training, or working opportunities. The Core Indicators of Performance, as detailed in the Workforce Investment Act of 1998, recognize the following transition categories: post-secondary education, training, unsubsidized employment or career advancement.

Some ABLE programs have established collaborative relationships with community agencies which encourage ABLE students to prepare for entry into or advancement in the workforce.

Practices in this section of the Resource Guide offer a look at how collaboration can offer ABLE students opportunities for advancement.

Designing an Individual Career Plan
Academic and Career Guidance

A Description of the Practices Included for Transition Planning

☼Designates a practice contributed by an Ohio ABLE program.

☼Individual Career Plan Development .... **p. 67**

Assisting students to prepare for workforce entry or to advance in their current employment requires an action plan for instructors and students. The Individual Career Plan is an encompassing plan that can be used in all ABLE settings.

☼Job Shadowing .... **p. 72**

Job Shadowing (the Pathfinder Program) puts students in the workplace allowing them to view a variety of jobs which will help them in making decisions about their career futures. Students apply for participation in the program and keep a log that helps in the decision making needed for their Individual Career Plan.

☼Working Woman Mentor Program .... **p. 78**

Students have the opportunity to form relationships with women already in the workforce. Volunteer mentors came from community agencies that support or have collaborated with Even Start. The information in this section and the handouts provide directions on how to establish and implement a mentoring program.

☼Reunions .... **p. 82**

Employees new to the workforce need continued support to be successful. Working brings additional changes for families. The Reunions Program offers a forum for discussing concerns about working and the workplace. The program offers activities for families to be together, for children to participate in specialized activities, and for parent(s) to speak with peers about the successes and stresses of being employed.

☼Using Portfolio Assessment .... **p. 84**

This material provides a glimpse at how the Equipped for the Future (EFF) framework can be used to guide and implement a student's career plan.

☼Career Passports .... **p. 86**

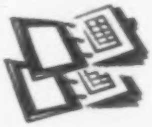
The passport offers students an organized, professional-looking way of presenting their accomplishments to a potential employer. Suggested contents for the passports are given.

☼Academic/Career Guidance Referral System .... **p. 91**

This system pairs students in ABLE programs with career guidance experts at a local career center. The partnership provides an excellent opportunity for students to assess, plan, and act on their career wishes.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components



Practice Title: **Developing an Individual Career Plan (ICP)**

Purpose:

- To assist students in attaining and maintaining employment

Possible Participants:

✓ instructors
✓ students
____ support staff
✓ program director
✓ program coordinator
✓ other (specify)
mentors from the workplace
____ stakeholders
____ tutors/volunteers

Materials:

Developing an Individual Career Plan, graphic, p. 69
Developing an Individual Career Plan, steps, p. 70

When to Use:

Ongoing–Steps 1-5

Documentation Methods:

Student Portfolios
Monthly Conferences

Other Considerations:

None provided.

Impact:

- Students and staff have a sequence of activities to follow to develop an Individual Career Plan.
- Students see a direct connection between classroom activities and real-life concerns.
- As a result of the exploration and decision making, students tend to stay longer with the chosen job than one they just find at random.
- Students are empowered with a self-articulated job plan.

Contributed by:

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DEVELOPING AN INDIVIDUAL CAREER PLAN

Possible Implementation Methods

In order for the Individual Career Plan to be a success, students will need to be working on developing employment skills at the same time as the Individual Career Plan is being prepared. Instruction can be based on:

(1) Employment Skills (EFF skills or SCANS skills)
(2) Work-based learning
(3) Basic skills in the context of the worker role

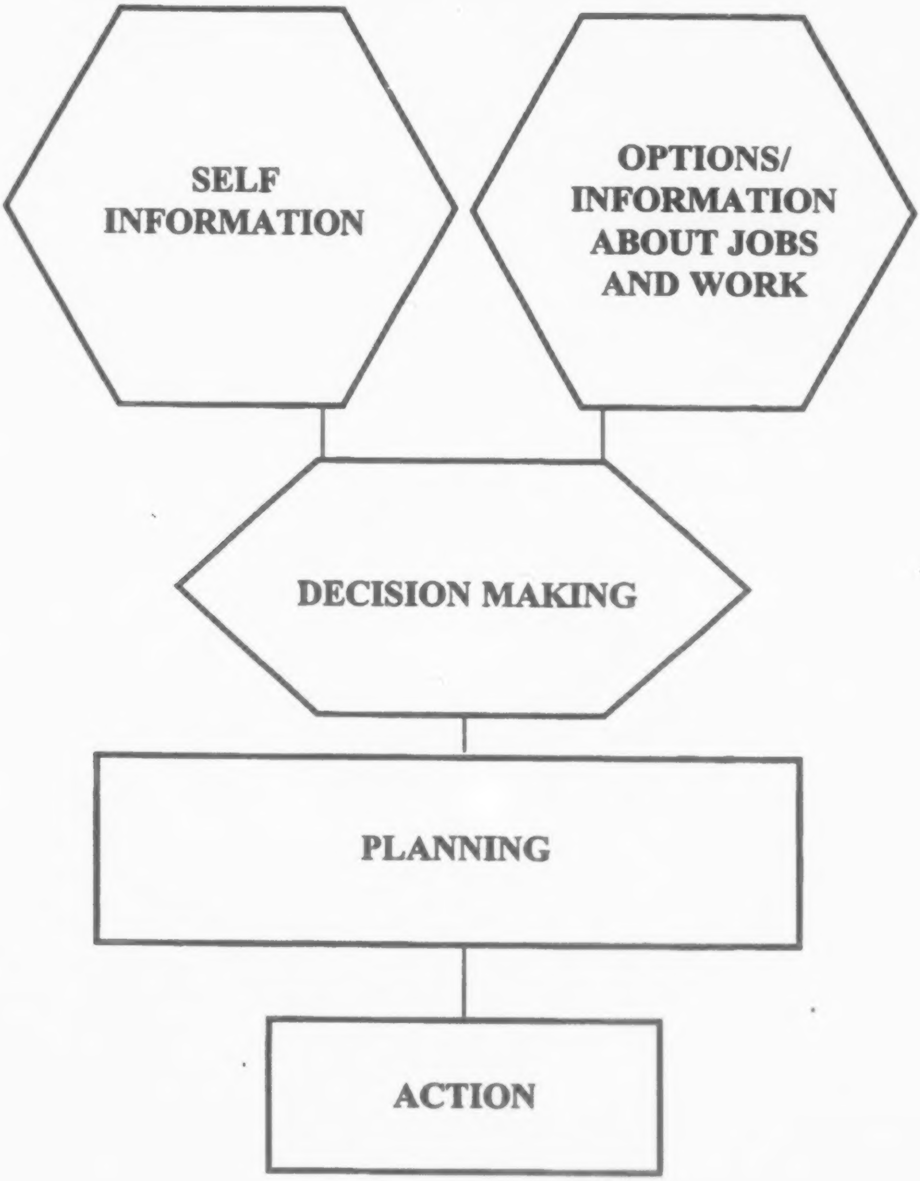
Use the **Individual Career Plan** (ICP) **TR1** and the **Development of an ICP** graphic **TR2** to explain the five steps. (A graphic of the five components follows this page.)

5 Steps of the Individual Career Plan

1. **Self-Information**
    - Career assessment
    - Reflection on work experiences
2. **Information about Jobs and Work**
    - OCIS: Ohio Career Information System
    - Field trips to businesses
    - **Job Shadowing**
    - Speakers from businesses
3. **Decision Making**
    - Setting short-term employment goals
    - Setting long-term employment goals
    - **Mentoring**
4. **Planning**
    - Resume preparation
    - Interviewing practice
    - Elimination of barriers such as childcare and transportation
5. **Action**
    - Job Search
    - **Post Employment Support**

Note: Detailed explanations of the underlined items appear on the following pages.

DEVELOPING AN INDIVIDUAL CAREER PLAN


SELF INFORMATION
OPTIONS/ INFORMATION ABOUT JOBS AND WORK
DECISION MAKING
PLANNING
ACTION

Developing an Individual Career Plan

Name: ______________________________

Step 1: Self-Information

Self-Assessment

_______ Career Decision Making
_______ COPS
_______ COPES
Other (list)______________________

Step 2: Information About Jobs and Work

Career Exploration

Ways I explored different careers:
_______ OCIS
_______ Field Trips
_______ Interviews
_______ Job Shadowing
_______ Mentor Program
Other (list)______________________

Career Cluster 1: ____

Jobs I have explored from Career Cluster 1:
1. ____
2. ____
3. ____

Career Cluster 2: ____

Jobs I have explored from Career Cluster 2:
1. ____
2. ____
3. ____

Step 3: Decision Making

Short-Term Goal
My immediate job goal is: ____
____

Long-Term Goal
Five years from now I will be: ____

The reasons I decided to pursue these job goals are: ____________________

____

____

____

Step 4: Planning

In order to plan for my career I:

- ______ Made a resume
- ______ Have a cover letter prepared
- ______ Have letters of reference
- ______ Completed a master application
- ______ Participated in a mock interview
- ______ Have the necessary clothing for an interview
- ______ Have developed the skills needed for my short-term goal
- ______ Have identified possible places to work
- ______ Planned for child care, including back-up plans
- ______ Other (list) ____________________

Step 5: Action

Action I took to reach my career goal:

- ______ Used the newspaper to look for jobs
- ______ Used OBES to find job leads
- ______ Telephoned for information on jobs/applications
- ______ Filled out and sent in applications with cover letters
- ______ Made follow-up phone calls after sending in applications
- ______ Made follow-up phone calls after interviewing
- ______ Kept a job contact log
- ______ Interviewed for a job
- ______ Wrote a thank-you letter after an interview
- ______ Made final arrangements for child care, including back-up plans
- ______ Arranged reliable transportation
- ______ Other (list) ____________________

Practice Components

Practice Title: **Job Shadowing**

Purpose:

- To provide students with the opportunity to gain first-hand knowledge about types of employment that might match their abilities and interests

Possible Participants:

✓ instructors
✓ students
___ support staff
✓ program director
___ program coordinator
✓ other (specify)
Employers and employees from local business and industry
✓ stakeholders
___ tutors/volunteers

Materials:

Job-Shadowing Application, p. 74
Job-Shadowing Log, p. 76
Job-Shadowing, Sample Program, p. 77

When to Use:

Step 2 of the Individual Career Plan (ICP) process.

Documentation Methods:

Logs are kept in portfolios.

Other Considerations:

None provided.

Impact:

- Students have better knowledge of the work world and are better prepared to make decisions about their role as workers.

Contributed by:

Jane Meyer
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Job Shadowing

Suggested Implementation

The following directions were suggested by the contributor.

- Program recruits and trains employers and employees to participate.
- Students meet with employer hosts to discover what shadowing experiences are available to choose from.
- Students indicate choices by completing an application for shadowing and returning it to the ABLE office. (Adapt the sample application to fit the sites chosen by the program.)
- Students are notified of their job shadowing assignment along with information about dress code and other requirements.
- On the first day of shadowing, all students receive general information about work opportunities and benefits at the site from the human resources manager. Students also tour the site and get an overview of the operation.
- For the next five weeks, students experience one day of job shadowing with an entry level employee at different job sites. Students participate in preparatory and debriefing activities before and after each day of job shadowing.
- Students' job-shadowing assignments reflect a focus on a variety of workforce skills.
- Students complete a log of each shadowing experience.

Job-Shadowing Application

Name: ____
(Last) *(First)* *(Middle)*

Address: ____
(Street) *(Apartment No.)*

____
(City) *(State)* *(Zip)*

Phone: ( ) ______ ________ Even Start Site: ____________________

What percent attendance do you have for the current school year? ____________________
(September-January or from the date of your enrollment this year)

Have you participated in the Job-Shadowing Program before? [ ] Yes [ ] No

If yes, at what site did you participate?

____

____

____

____

List your preferences for the job-shadowing site by placing a 1 in front of your first choice, 2 in front of your second choice.

____

____

I plan to enter the workforce (check one)

_______ Before I earn my GED
_______ After I earn my GED

Do you have a car that you would be willing to drive? [ ] Yes [ ] No

If yes, do you have a valid driver's license and insurance? [ ] Yes [ ] No

What are your career goals? ____________________

What skills and personal characteristics do you have that will make you a good employee? ____

Job-Shadowing Log

Name: ______________________ ***Date:*** ____________
Work Station: ____________ ***Employee Shadowed:*** ____________

1. What are the responsibilities at this station? ____________

2. What skills are needed for this job? ____________

3. What kind of schooling/training is needed for this job? ____________

4. What are the advantages of this job? ____________

5. What are the downfalls of this job and how does the employee deal with them? ____________

6. In what ways does this job affect the family life of the employee? ____________

7. What job responsibilities did you participate in? ____________

8. Could you see yourself employed at this job? [ ] Yes [ ] No Why or why not? ____________

Job-Shadowing Sample Program

Purpose: To provide a job shadowing experience for students who are preparing to enter the workforce. This on-the-job training will assist students in identifying types of employment which match their abilities and interest. The experience will also help the students prepare for their job search and plan ahead for clothing, transportation, and child care necessary for work

Shadowing Sites:
Mercy Medical Center
Giant Eagle Grocery Superstore
Target Department Store

Schedule: Time includes lunch in the employee cafeteria and debriefing with teacher and/ or employees from the site.

Tuesday, February 9	Meet at library from 9:30 to 11:00. Students meet the hosts and learn what shadowing experiences are available at each site.
Wednesday, February 17	Pathfinder (job-shadowing) applications are due in the ABLE office by 4:30 p.m. Students will receive notification of shadowing site along with dress code policy, confidentiality statement, and contract.
Wednesday, February 24	Tour of site. General information about work opportunities at the site. **Focus:** **Examples of generative skills at the workplace**
Wednesday, March 3	Students shadow an entry-level employee. **Focus:** **Communicative skills**
Wednesday, March 10	Students shadow an entry-level employee. **Focus:** **Interpersonal skills** **Teamwork**
Wednesday, March 17	Students shadow an entry-level employee. **Focus:** **Interpersonal skills** **Value Differences and Resolve Conflict**
Wednesday, March 24	Students shadow an entry level employee. **Focus:** **Decision Making skills** **Solve Problems**
Wednesday, March 31	Final shadowing, wrap-up, and celebration at sites. **Focus:** **Decision Making skills** **Plan**

Practice Components

Practice Title: **Working Woman Mentoring Program**

Purpose:

- To provide women in the Canton Even Start Family Literacy program an opportunity to network with women in the workforce

Possible Participants:

✓ instructors
✓ students
____ support staff
____ program director
____ program coordinator
✓ other (specify)
Volunteer mentors from the community
____ stakeholders
____ tutors/volunteers

Materials:

Mentoring Discussion Topics, p. 80
Mentoring Evaluation Form, p. 81

When to Use:

Step 3 of the Individual Career Planning process.

Documentation Methods:

Keep evaluation forms in program file.

Other Considerations:

None provided.

Impact:

- Female ABLE students have an opportunity to become acquainted with working women and have a source to answer their questions about working.

Contributed by:

Jane Meyer
Canton City Schools Even Start
330-588-2148

Working Woman Mentoring Program

Suggested Implementation Methods

The following directions were suggested by the contributor.

- Contact prospective mentors and invite them to an informational luncheon where purposes, procedures, and responsibilities are presented.
- Create a brochure that provides the purpose of the project, an explanation of the program including a general profile of students served, a listing of the responsibilities of all participants (mentors, students, instructors) and the planned procedures.
- Create selection criteria for student participation in the mentoring program.
- Select students for the program based on established criteria and share the purposes, responsibilities, and discussion topics.
- Invite the mentors and students to a get acquainted activity.
- Mentors and students meet monthly for four months based on their own needs and schedules.
- Conclude the mentoring experience with a luncheon prepared by the students for the mentors.
- Ask the mentors to complete an evaluation of the experience making suggestions for the following year. (Programs should adapt the evaluation form to reflect the working information of their mentors.)

WORKING WOMAN MENTORING PROGRAM
DISCUSSION TOPICS

To the mentor: Use these ideas as a guide to the kinds of topics that may be helpful for you and your student to discuss.

Training

- How you chose your particular field of work.
- The type of training/education needed for your position.
- Previous experiences that helped prepare you for your job.
- Expectations of your company concerning continuing education/training.

Job Responsibilities

- The kinds of tasks you do at your job.
- Your favorite/least favorite job responsibilities.
- Ways you find the job satisfying.
- The downfalls of the job and how you deal with them.

Employment Policies

- The number of hours you work—part-time or full-time.
- Policies concerning sick days, vacation, attendance, personal days, benefits.
- How long you've held your present position. How you found out about the job.
- Hiring requirements—interview, resume.
- Whether you held the same job the whole time you've been at your present place of employment or other positions you've held.
- What employability skills are needed in your field.

Problem Areas

- How you deal with some of the following problems: sick children, no child care, no transportation, illness, lack of rest, effects on family life, lack of motivation, punctuality.

SUGGESTIONS

1. Don't hesitate to share with the student any time/financial constraints concerning the monthly luncheon.
2. Don't give or lend money to the student.
3. Be cautious in giving the student your address or phone number; make a decision after establishing a relationship with the student.
4. Feel free to go with another mentor if you do not feel comfortable going by yourself.
5. Provide transportation to and from the school only. If the student does not attend school on the day of your lunch, call to reschedule.
6. Be aware some students are still learning basic social skills and may be uncomfortable or not know what to do in some situations. A few words of encouragement and good modeling from you will help the student learn social skills that may be necessary in the workforce.

MENTOR PROGRAM EVALUATION FORM

The purpose of the mentoring program is to provide an opportunity to network with women in the workforce. Students will explore the role of the working woman and ways to balance work, family, and community responsibilities. The relationship between mentor and student will also assist in building the student's self-esteem.

Please review the purpose of the mentor program and answer the following statements. For each statement circle a number from 1-5.

1=Strongly Disagree 2=Disagree 3=Don't Know 4=Agree 5=Strongly Agree

1.	The initial informational luncheon was helpful in explaining the expectations for the mentoring program.	1	2	3	4	5
2.	The "get acquainted" luncheon in the classroom was a good way for students and mentors to meet.	1	2	3	4	5
3.	My student and I developed a relationship where we felt comfortable sharing with one another.	1	2	3	4	5
4.	We were able to plan monthly luncheons that were convenient with our schedules.	1	2	3	4	5
5.	The mentoring program fulfilled its purpose (see above).	1	2	3	4	5

Please give examples of how the mentoring program benefitted your student. ____________________

____

____

____

Did you also benefit from the mentoring program? If so, in what ways? ____________________

____

____

____

Please list any suggestions to improve the mentoring program. ____________________

____

____

____

I would like to participate in the mentoring program next year. [ ] Yes [ ] No

Name: ____

Practice Components

Practice Title: **Reunions**

Purpose:

- To provide post-employment support to those graduates who are striving to keep their job and those whose goal is to advance on their jobs

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
✓ other (specify)
Any community representatives who help
___ stakeholders
✓ tutors/volunteers

Materials:
Reunions: How It Works, p. 83

When to Use:
Step 5 of the Individual Career Planning process.

Documentation Methods:
Continued participation in the Reunions is tracked by the sponsoring program. Participants complete an evaluation.

Other Considerations:
Variations of this method could be created based on program and community resources.

Impact:

- Graduates will have a support system to help them successfully transition into the workplace.

Contributed by:

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Reunions

Suggested Implementation Methods

- Reunions meets at the YWCA (which is centrally located downtown and on the bus line) Wednesdays from 6:00 - 8:00 p.m. The YWCA also houses the Canton ABLE GED learning lab that is open daily from 8:00 a.m. to 8:00 p.m. Parents wanting to continue academic skill development can easily access this service before class or on alternate nights.

- Even Start graduates and their families meet for a free, nutritious dinner prepared by students from a local high school who are enrolled in the food service program. Dinner is followed by a parent/child interaction activity.

- During the second hour, special literacy activities are held for the children. Malone College students participating in the America Reads program prepare activities based on children's literature. The time for child learning and literacy activities is supervised by an early childhood teacher.

- The parents participate in a support group focusing on work and family issues. Sharing their concerns with Even Start teachers and their peers helps the parents deal effectively with the day-to-day challenges they encounter. The parents discuss specific issues that help them continue to learn how to handle their roles as family members, workers, and community members. Topics for discussion include: goal setting, budgeting, welfare reform laws, nutrition and healthy living, stress, balancing work and family, tips for success, and fun and pampering.

Practice Components

Practice Title: **Using Portfolio Assessment**

Purpose:

- To measure and record the completion of the five steps of the Individual Career Planning process

Possible Participants:

✓ instructors
✓ students
____ support staff

✓ program director
____ program coordinator
____ other (specify)

____ stakeholders
____ tutors/volunteers

Materials:

None provided.

When to Use:

Ongoing. Complete Passport in Step 5 of the Individual Career Plan.

Documentation Methods:

Results are kept in student portfolios.

Other Considerations:

The portfolio is organized around the EFF skills.

Impact:

- Students assess and document their progress.

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Using Portfolio Assessment

The Equipped for the Future (EFF) framework is used for curriculum and assessment. Units of study revolve around the common activities identified in the framework and preparing adults for the responsibilities of their roles as family members, workers, and citizens. Students assess and document their achievements using portfolio to document skill development. Participation in the program culminates with a career passport that serves as a credential for the graduate and can be used for job interviewing.

Suggested Implementation Methods

The following directions were provided by the contributor.

- Students gather work samples in a pocket folder during the week as they participate in learning activities.
- The last half hour of each week is set aside as portfolio reflection time.
- Students review their collected samples and choose one or two for inclusion in the portfolio.
- Students then fill out and attach a form checking which skills were used during the project, which role(s) provided the context, and explain why the achievement is significant. (Example: voting for the first time or resolving a conflict in an appropriate manner)
- Students next select the skill that the accomplishment most illustrates and place the paper and attached form behind the tab for that skill in the portfolio. (The portfolio is divided by skills and tabs identify each skill.)
- The system is flexible so that two students may include the same activity but place it under different skills depending on their assessment of what was learned and how it was used.
- Students meet monthly with teachers to review their accomplishments in regard to goals and set next steps with the results being documented on goal sheets.
- A career passport is the final step in assessment and documentation for graduates of the program. Teachers review the documentation in the portfolios and select appropriate competency statements for the passport based on the portfolio.

Practice Components

Practice Title: **Career Passports**

Purpose:

- To provide students with a hands-on representation of their individual career plan

Possible Participants:

✓ instructors
✓ students
___ support staff
✓ program director
___ program coordinator
✓ other (specify)
Employer
___ stakeholders
___ tutors/volunteers

Materials:
Competencies, pp.89

When to Use:
As needed.

Documentation Methods:
Students have a completed career passport.

Other Considerations:
None provided.

Impact:

- Students have tangible evidence of their abilities to present to a potential employer.

Contributed by:

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Career Passports
The Student's Ticket to Employment

Description and overview provided by the contributor.

Welfare reform demands that most adult education students gain employment prior to completing their GED. Adult literacy programs are responding by teaching basic skills in the functional context of the workforce. A career passport can provide the credentialing needed by both students and employers to document the students' accomplishments and abilities.
The career passport is:

- A portfolio containing formal documents that identify and describe the marketable skills of the program graduate.
- Designed to assist the student in job seeking by presenting the skills and knowledge acquired through academic and work experience.
- A way of helping students identify and market their skills to potential employers.
- A reliable source for employers to judge the applicant's abilities to do the job.

An Overview of the Career Passport

- The portfolio is a vinyl cover booklet with clear inserts and pockets inside the front and back covers to hold the passport components.

- The portfolio contains five major components which are inserted in and presented in the following order:

  1. A letter from the school administrator
  2. Personal data
  3. References
  4. A competency list
  5. Certificates

- The school administrator's letter describes the program, gives the school's endorsement of the student's competency list, and is signed by the appropriate program administrator.

- The personal data is presented in resume form. (One copy of the resume is inserted and extra copies are kept in the front cover pocket to be given to interviewers.)

- The competency list helps document skills frequently desired by employers and learned in adult education programs. (Be sure to list the skills in the context of the workplace. Example: Jack is a self-directed learner becomes Jack is a self-starter who needs little supervision.)

Career Passports
The Student's Ticket to Employment

- Competencies are grouped into categories such as communication skills, interpersonal skills, applied mathematics, technology skills so that the list of competencies attained is not too long for an employer to review.
- Reference letters from two people and reference names and contact information are included in the back pocket of the portfolio to provide during an interview.
- Up to four certificates and awards that will be the most meaningful to potential employers are selected and placed in the passport.
- Students practice using the passport before their interviews.

Descriptions and pricing information about the Career Passport are available from :
Center on Education and Training for Employment
The Ohio State University (CETE/OSU)
1900 Kenny Road
Columbus OH 43210-1090
800-848-4815 ext. 24277
www.cete.org/products

Competencies

Student: ______________________________ Date: ______________

Communication Skills—I Can:

- Read to acquire information.
- Interpret and comprehend printed materials to gain relevant information.
- Analyze and evaluate printed materials to gain relevant information.
- Distinguish fact from opinion.
- Write letters or messages to communicate with others.
- Write using standard conventions of spelling, punctuation, and grammar.
- Convey ideas in writing to ask for information, provide direction, influence others, and deepen understanding.
- Accurately maintain records and forms.
- Express ideas clearly in oral communications.
- Express ideas using appropriate English grammar and sentence structure.
- Speak using language, style, and tone appropriate to purpose and audience.
- Ask questions to get relevant information.
- Communicate with customers in a professional manner.
- Follow oral directions.
- Listen to identify accurate and applicable information.
- Listen to learn new ideas.
- Understand and make use of feedback from others.
- Use observation skills to acquire information.
- Use critical viewing skills to assess the situation and take appropriate action.

Interpersonal/Teamwork Skills—I Can:

- Show respect to others.
- Provide information and assistance to others.
- Encourage and mentor others.
- Recognize and respond to the strengths and abilities of others.
- Be sensitive to the social, emotional, and intellectual needs of others.
- Cooperate with supervisors and co-workers.
- Work with others of a different culture, ethnicity, social background or belief.
- Understand different perspectives.
- Work as a member of a team to achieve goals.
- Motivate, assist, and direct others in a way that is consistent with their needs.
- Maintain a positive attitude.
- Use time management skills in order to maintain my work schedule.
- Organize my time and resources in order to be punctual and maintain consistent attendance.
- Work without direct supervision.
- Maintain self-control.
- Resolve conflicts and balance competing demands.
- Compromise in order to produce results acceptable to all.
- Deal effectively with stress.
- Adapt to change.
- Balance my own role and needs with those of the organization.
- Use the goals and structure of the organization to guide work activities.

Decision-making Skills—I Can:

- Set realistic and appropriate goals.
- Identify current and accurate sources of information to aid in the decision-making process.
- Gather and organize information to aid in the decision-making process.
- Analyze and evaluate information in order to summarize findings and draw conclusions.
- Consider all needs and perspectives when making decisions.
- Prioritize goals and plan the sequence and schedule of tasks to meet deadlines.
- Seek assistance and support from others.
- Identify possible obstacles and develop strategies to overcome them.
- Use past experiences to make decisions.
- Evaluate alternate solutions.
- Select and use appropriate methods and take action to solve problems.
- Make decisions that are consistent with my/my organization's goals and values.
- Review progress and modify goals/plans.

Applied Mathematics/Technology—I Can:

- Perform basic mathematical operations with a calculator.
- Use basic computation to solve problems.
- Use estimation to plan and to check for accuracy.
- Use problem-solving strategies.
- Make change accurately.
- Plan a budget based on available resources.
- Read charts and graphs to obtain information.
- Interpret and summarize data on charts, graphs, and tables.
- Use mathematical formulas to acquire information.
- Analyze and interpret calculations to present information.
- Operate basic office equipment, including phone, fax, and copy machine.
- Demonstrate basic computer skills.
- Input data into a computer.
- Use a computer to do basic word processing.
- Design spreadsheets, charts, and data bases on a computer to organize information.
- Access information on the world wide web.
- Use technology and other work tools to put ideas into action.

Lifelong Learning—I Can:

- Assess my strengths and weaknesses.
- Plan, renew, and pursue career goals.
- Assess and plan opportunities for personal growth.
- Monitor and evaluate my work and make necessary adjustments.
- Find role models or mentors and act on their guidance.
- Apply existing skills to new situations.
- Meet work challenges by learning new skills.
- Motivate myself to improve my skills.
- Show flexibility and positive attitude in accomplishing new tasks.
- Use self-assessment to project my learning needs.

Career Passport Implementation Handbook **(inexpensive and explains the career passport) and passport covers can be ordered from the Center on Education and Training for Employment, Vocational Instructional Materials Laboratory (1900 Kenny Road, Columbus, Ohio 43210-1090) Phone: 614-292-4277.**

Practice Components

Practice Title: **An Academic and Vocational Collaboration: The Referral and Assessment Process**

Purpose:

- To identify potential occupations, employers, educational facilities and training programs with help of certified career specialists
- To identify support agencies that may assist in the transition phases

Possible Participants:

✓ instructors
✓ students
____ support staff
✓ program director
____ program coordinator
✓ other (specify)
Career Center Personnel
____ stakeholders
____ tutors/volunteers

Materials:

Referral Criteria, p. 93
Assessment Referral Process, p. 94
Referral Form, p. 95

When to Use:

Referrals occur throughout the year but ABLE staff are trained in referral criteria and process in the fall of each year.

Documentation Methods:

ABLE staff and the vocational counselor at the Career Center keep student files containing results of the evaluation, notes from the interview, individual career plan, and follow-up activities.

Other Considerations:

Each ABLE program sets aside a portion of its funds to cover the cost of the assessment. Some costs are absorbed by the Career Center. Some programs have secured Workforce Development grants to assist in funding.

Impact:

- Students have the opportunity to work with career planning specialists.
- Students identify five potential career goals, three potential employers, and appropriate training programs.

Contributed by:

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440-357-7542 Ext. 237

Academic and Vocational Assessment and Referral

Possible Implementation Methods

The following directions were suggested by the contributor.

1. Following the Referral Criteria for vocational assessment, involve appropriate personnel and select students.
2. Review the referral process with staff.
3. Provide students with information about the referral and assessment process. (Comprehensive Vocational Assessment and Evaluation Referral form)
4. Refer students to vocational evaluator.

Vocational Assessment–An Explanation

The following questions and answers will help explain how, why, and when the assessment process works.

1. **What is vocational assessment?**
   Vocational assessment is an organized way for students to learn about their—
   - Interests
   - Personality traits
   - Work values
   - Aptitudes
   - Barriers to employment

2. **What is the purpose of vocational assessment or career testing?**
   - Assist with career decision making and planning
   - Develop a path forward for lifelong learning

3. **How is a vocational assessment done?**
   It is a combination of—
   - Personal interview
   - Computer
   - Work samples
   - Paper/pencil tests

4. **How long does vocational assessment take?**
   Vocational assessment is done at two different times:
   - 6-8 hours of assessment time
   - 1 hour for interpretation/career planning

REFERRAL CRITERIA FOR VOCATIONAL ASSESSMENT

Students eligible for referral should be those who:

1. Reflect a diversity of the population served.
2. Are close to completing their GED and are still undecided about how to accomplish their life's goals.
3. Attend consistently but are unable to complete/obtain a GED.
4. Express career dissatisfaction and are searching for a career change.
5. Have experienced life-changing events such as divorce, death of a spouse, loss of job, work-related injuries, or left correction system.

Persons Involved in Vocational Assessment and Referral Process			
Student	**ABLE Instructors**	**ABLE Program Coordinators/Directors**	**Career Center Staff**
Take assessments	Identify and refer students	Create collaborations	Administer and interpret career assessments
Attend interpretation sessions	Encourage completion of vocational assessment process	Manage funds to cover costs	Provide guidance regarding career choices and needed training
Create a career plan	Use follow-up information to adjust instructional planning		Serve as an expert in career exploration and decision-making
Continue in ABLE classes			Document results
Complete survey	Complete survey	Complete survey	Complete survey

The Vocational Assessment Referral Process

1. The ABLE instructor identifies eligible students based on the referral criteria and completes a referral form.
2. The referral form is sent to the vocational evaluator at the collaborating Career Center.
3. The vocational evaluator contacts the student within one week of receiving the referral form and sets up a series of two to three testing/interview dates.
4. The testing/interviews, lasting from two to three hours each, are conducted by the evaluator at the career center or an ABLE site.
5. After testing, the student is contacted for a test interpretation date and time.
6. After the interpretation meeting is completed, follow-up services, including further career counseling, job search assistance, resume and cover letter writing, interviewing skills, and researching career options are offered at the career center.
7. ABLE staff are informed of results and can make instructional connections to identified career plans.

Comprehensive Vocational Assessment and Evaluation Referral

Name: ______________________________

Address: ______________________________

Phone: ____________ ABLE Site: ______________ Date: ____________

Instructor: ______________________________

You have been selected to receive a comprehensive vocational evaluation.

1. **What is it?** A comprehensive vocational evaluation is a series of interviews and types of vocational testing that look at how your interests, abilities, work values, and your personality factors combine to give you a picture of the type of work that will best use all of your talents.

2. **How long will it take?** Usually TWO testing/interview dates, lasting from two to three hours each, will be required. After that, you will be contacted for a test interpretation date and time.

3. **What then?** Follow-up services will be available to you. These services may include career counseling, job search assistance, resume, and cover letter writing, interviewing skills, and/or researching your career options.

4. **How do I get things started?** Call ______________________________

5. Please have your ABLE instructor FAX this form to: ________________ Career Center ( ) _____ _________.

Practice Components

Practice Title: **An Academic and Vocational Collaboration: The Career Plan and Evaluation Process**

Purpose:

- To create a career plan based on feedback and personal goals
- To evaluate the collaborative process

Possible Participants:

✓ instructors
✓ students
___ support staff
✓ program director
___ program coordinator
✓ other (specify)
Career Center Personnel
___ stakeholders
___ tutors/volunteers

Materials:

Individual Career Plan, p. 98
Student Satisfaction Survey, p. 99
Teacher Satisfaction Survey, p. 100

When to Use:

Upon completion of the program.

Documentation Methods:

ABLE staff and the vocational counselor at the Career Center keep student files containing results of the evaluation, notes from the interview, individual career plan, and follow-up activities.

Other Considerations:

Each ABLE program sets aside a portion of its funds to cover the cost of the assessment. Some costs are absorbed by the Career Center. Some programs have secured Workforce Development grants to assist in funding.

Impact:

- Students have the opportunity to work with career planning specialists.
- All participants provide feedback about the process allowing problems to be addressed.

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An Academic and Vocational Collaboration: The Career Plan and Evaluation Process

Possible Implementation Methods

The following directions were suggested by the contributor.

1. Participate in follow-up by connecting learning activities to identified career interests and utilizing career goals to encourage continued attendance and progress in ABLE classes. [Use **Individual Career Plan** Handout]
2. Students and staff complete **Vocational Evaluation Survey.**
3. Because of the interchange of information, a release of information must be on file. For an example, see Participation Forms in the Program Implementation Section of Indicator 3 Module.

Academic and Vocational Individual Career Plan

Name: ____________________

Occupational Strengths

Aptitudes	Interests	Work Values

Potential Occupations

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Potential Employers

1. ____________________
2. ____________________
3. ____________________

Educational Facilities

1. ____________________
2. ____________________
3. ____________________

Support Agencies

1. ____________________
2. ____________________
3. ____________________

/

Name ***Date***

Student's Comprehensive Vocational Evaluation Satisfaction Survey

Directions: Place a checkmark in the box provided for each question or statement.

	Yes	**No**
Did you find the assessment site suitable?	☐	☐
Was the time of day convenient for you?	☐	☐
Was the procedure explained to you clearly?	☐	☐
Did you find your assessment/test interpretation helpful to you in your career planning?	☐	☐
Will it help you to connect with or maintain employment?	☐	☐
The assessment helped me to		
Identify career options.	☐	☐
Confirm a previous choice.	☐	☐
Identify skills and talents I was unaware of.	☐	☐

ABLE Site: ______________________________

Teacher Name: ______________________________

Date: ______________________________

Teacher's Comprehensive Vocational Evaluation Satisfaction Survey

	Yes	No
Do you feel you had the facilities to effectively accommodate the assessment?	☐	☐
Was the process of vocational evaluation and referral explained to you clearly so that you felt comfortable explaining it to your students?	☐	☐
Were there any problems in arranging referral of students or setting up the times for evaluation/interpretations?	☐	☐
Do you have any suggestions for improving the referral/accommodation process? (Please list any suggestions below)	☐	☐

____

____

____

____

Were you able to refer all of the students you felt would benefit from the evaluation?	☐	☐

References

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Resources

ABLE Regional Resource Centers:

Central/Southeast:	**800-753-1519**
Northeast:	**216-261-7076 or 800-361-7076**
Northwest:	**419-661-7355**
Southwest:	**937-512-5375 or 800-558-5374 (Ohio only)**

Choosing a Career: http://www.careersonline.com.au/disc/index.html

Literacy Resources: http://www.granite.sentex.net/~skeogh/literacy.html

SCANS: http://www.ctsserver.com/~preston/What Are the Scans Competencies.html

Correlation Chart for Indicators of Program Quality Practices

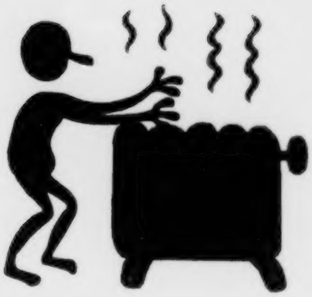
A checkmark (√) identifies the Indicator for which the practice was submitted. The (X) identifies other Indicators where the practice could be used.

Practice Name	Page #	Indicator						
		1	2	3	4	5	6	7
Monitoring Student Progress	I1-7	√		X				
Student Self-Evaluation	I1-13	√			X			
Student Post-Test Assessment	I1-14	√			X			
Student Progress Documentation (GED)	I1-15	√			X			
Observation and Recording	I1-18	√	X		X		X	
Using Learning Journals and Logs for Self-Reporting	I1-21	√			X		X	
Documenting Life-Skills Attainment	I1-27	√			X		X	
Using Student Learning Plans and Skills Checklists for Documentation	I1-33	√		X	X			
Workforce Readiness Checklist	I1-41	√		X	X			
Questions About Setting Goals	I1-47	√		X	X			
Advising During the Enrollment Process	I1-50	√		X				
Student Advising	I1-54	√		X			X	
Involving Students in Weekly Planning	I1-56	√		X	X			

Correlation Chart for Indicators of Program Quality Practices

A checkmark (√) identifies the Indicator for which the practice was submitted. The (X) identifies other Indicators where the practice could be used.

Practice Name	Page #	Indicator						
		1	2	3	4	5	6	7
Sample Goal-Setting Forms and Contracts	I1-59	√		X	X			
Connecting Goal Setting and Retention	I1-63	√		X	X		X	
Individual Career Plan Development	I1-67	√		X	X			
Job shadowing	I1-72	√		X	X		X	X
Working Woman Mentor Program	I1-78	√		X	X		X	X
Reunions	I1-82	√		X	X		X	X
Using Portfolio Assessment	I1-84	√		X	X			
Career Passports	I1-86	√		X	X			X
Academic/Career Guidance Referral System	I1-91	√		X	X		X	X



Physical Environment Indicator 2

A Module in the
Indicators of Program Quality
Resource Guide

Physical Environment

Contents

An Overview: Physical Environment 3
2.0 Physical Environment 4
Compliance 5
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Management 23
References and Resources 33
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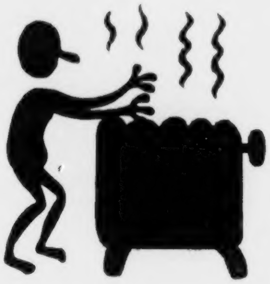


2.0 Physical Environment
Program is housed in a safe, physical environment with adequate space and access to facilities and equipment which contribute to creating an adult appropriate learning environment

An Overview: Physical Environment

General estimates indicate that while about seventy-five percent of learning is accounted for by motivation, meaningfulness, and memory, the remaining twenty five percent ...is dependent upon the effects of the physical environment. In general, therefore, the success of adult education is dependent to a considerable extent upon the facilities and environment provided for the learner. White 1972, p. 1

The physical environment can either contribute much or detract from a learning situation. The facilities that serve as a home to an ABLE class can provide the first welcoming impression that a student receives. The amount of available light, the arrangement of the seating, the size of the chairs and tables, and the space for moving around are all factors that contribute to how comfortable adult learners may feel in their surroundings.

The Indicators of Program Quality Resource Guide provides ideas for initiating discussions about the connection of the physical environment to learning, for reviewing current policies related to the physical environment, and for making changes within the environment. The areas addressed are:

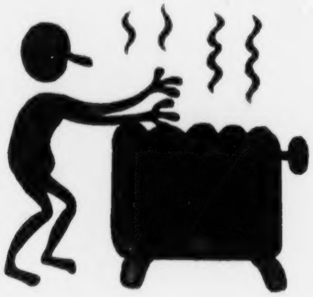
Compliance
Assessment
Management

To facilitate the creation of a suitable physical environment, use the ideas presented here and in pages 67-71 of the Program Administrators' Manual.

2. 0 Physical Environment

2.0 Program is housed in a safe, physical environment with adequate space and access to facilities and equipment which contribute to creating an adult appropriate learning environment.

Measure	Standard
A. Facility is in compliance with fire and safety laws and regulations for facility's normal use.	A.1 Programs will maintain current documentation of all facilities' compliance with laws and regulations.
B. Facilities and grounds are well-maintained, secure and free from hazards.	B.1 At least 85% of students and program staff rate classrooms as satisfactory or better in terms of being clean, free from clutter and hazard, and in good repair. B.2 At least 85% of students and program staff rate classrooms as satisfactory or better in terms of being clean, free from clutter and hazard, and in good repair.
C. Facilities are accessible to students: • On a bus line, if bus service is available • In compliance with ADA minimal requirements for persons with disabilities • Has adequate parking within two blocks of the program • Is in an area where the target audience lives/works	C.1 At least 85% of students and program staff rate facilities as satisfactory or better in terms of physical location. C.2 Program sites are in full compliance with ADA requirements for person with disabilities.
D. Buildings are readily identifiable as instructional sites and posted directions to classrooms are present.	D.1 At least 85% of students rate as satisfactory or better the easy identification of instructional sites and classroom.
E. Secure storage facilities are available for records, supplies, and equipment.	E. 1 All sites have secured records, supplies, and equipment.
F. The facility provides and appropriate adult learning environment.	F. 1 At least 85% of students and program staff rate classroom as satisfactory or better in terms of temperature, noise levels, and lighting. F. 2 All learning environments will include: 1. Separate, quiet learning areas 2. Computer area 3. Reading library 4. Discussion areas 5. Visually stimulating materials



Physical Environment
Indicator 2
Compliance

ABLE programs are held in sites that are judged to be compliant with government safety regulations. Those same sites are responsible for accommodating the needs of students with disabilities. The materials in this section can be used to discuss compliance, review safety concerns, and plan for accommodations for students.

A Description of the Practices Included for Compliance

Compliance requirements for ABLE sites are highlighted in the Checklist of Compliance Self-assessment form given to each local program and used by the consultants during program reviews. The Indicators of Program Quality Resource Guide provides a collection of surveys for judging the environment, safety reminders for staff and students, and some foundation building information about accessibility and accommodations.

Thinking About Safety .... p. 9
This is a list of actions and ideas to help programs maintain compliance.

Safety Checklist .... p. 10
The checklist highlights safety concerns.

Tornado Information .... p. 11
This sign can be displayed in any classroom and provides emergency instructions.

Emergency Information .... p. 12
Complete the forms and place in a visible location for use during emergencies.

Accessibility and Accommodations .... p. 13
These pages provide background regarding reasonable accommodations and compliance.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components

Practice Title: **Physical Environment Compliance Practices**

Purpose:

- To provide ideas that will increase an ABLE program's compliance with physical environment guidelines

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
____ other(specify)
____ stakeholders
____ tutors/volunteers

Materials:

Thinking About Safety, p. 9
Safety Checklist, p. 10
Tornado and Emergency Signs, p. 11
Accessibility and Accommodation Ideas, p. 13

When to Use:

Ongoing.

Documentation Methods:

Survey results are kept in program files. Program review results contain compliance results.

Other Considerations:

New students and staff should be aware of the safety issues related to their site.

Impact:

- The ABLE site is safe and in compliance with state regulations.

Adapted from:

Accessibility and Accommodations
(Mellard 1997)

Physical Environment Compliance Practices

Possible Implementation Methods

The following directions were suggested by the contributor.

- **Thinking About Safety** can be used to involve staff in a review of safety and compliance issues.
- The **Safety Checklist** invites both staff and students to audit the site in terms of the safety of the environment. Action plans to address needed changes should result.
- The **Tornado Information and Completed Emergency Phone Information** signs should be posted in a highly visible location within the site. Both signs should be part of a staff planning session dealing with emergency situations.
- The **Accessibility and Accommodations** information can be used to generate discussions about adapting the physical environment to meet the needs of people with disabilities participating in the ABLE program. Staff and students should be involved in planning changes.

Thinking About Safety

Purpose: *Use the following ideas when considering safety and compliance issues.*

- Involve students periodically in a safety check of the premises and act on the results.
- Keep a battery powered radio and a working flashlight on site to receive updated weather information and to use during power outages.
- Periodically walk the class through emergency exit routes so that students become familiar with the route.
- Have specific provisions for those students needing extra time or help in exiting the building.
- Post the address and phone number of the site directly above the phone.
- Post fire, ambulance, and police numbers for the area if the site is in an area not covered by 911.
- Keep a fully stocked first-aid kit and a first-aid book (*available from Red Cross).*
- Establish and post a policy regarding responsibility for personal items in the classroom.
- Keep student and program records in a secure, locked place.
- Label all materials used by the program and do a periodic inventory of materials and equipment.

Safety Checklist

Purpose: *Use this checklist when reviewing safety requirements at your site.*

Directions: *Place a check beside each statement that describes the ABLE facility.*

☐ Entrances and exits are clearly marked.

☐ Exit routes and emergency signs are in plain sight.

☐ Electrical equipment cords are in plain sight.

☐ Windows (if available) can be opened and closed.

☐ Smoke alarms are in working condition.

☐ A working fire extinguisher is nearby.

☐ If smoking is permitted, the smoking area is well marked.

☐ A working telephone is on site.

☐ Loose floor tiles are marked so people do not trip on them.

☐ Steps that may be difficult to see are marked with bright tape.

☐ A fully stocked first-aid kit is on site.

☐ CPR and choking victim information is posted in the classroom.

☐ Classroom doorways are not blocked.

☐ A tornado emergency action plan exists.

☐ The tornado emergency action plan is identified with the proper signage.

____
(Name of Site)

Tornado Information

A Tornado Watch means that tornadoes do not currently exist in the area, but they are expected to develop. In this case:

- !! Listen for further advisories and for tornado sirens.
- !! Be prepared to take shelter.
- !! Stay alert for sudden strong winds, rain, hail, and funnel-shaped clouds

A ***Tornado Warning*** indicates that at least one tornado has actually been sighted or seen **on** radar. For the duration of the Tornado Warning, sirens will sound for three minutes, at ten-minute intervals.

- !! Take shelter IMMEDIATELY in a basement, assisting persons with disabilities.
- !! If your building is without a basement, relocate to the central part of your building.
- !! Stay away from the building's outer walls and windows.
- !! DO NOT take shelter in areas with large, unsupported roof structures such as gymnasiums and auditoriums.

(The Ohio State University Building Emergency Organization 1990.)

Emergency Information

Fire Department

____

Medical Emergency

____

Police

____

Your ABLE site is located at:

Street ________________________

Town ________________________

Your ABLE phone number is:

____

Tips for Emergency Calls

- Remain calm and speak clearly.
- Give your name, location, and phone number.
- Describe what happened, who needs help, and if he/she has Medic Alert identification.
- Describe the person's condition.
- Do exactly as the dispatcher asks even it means staying on the line.
- Send someone outside to wait for the emergency personnel to lead them directly to the site of the emergency.
- If needed, send someone to hold the elevator for the arrival of the emergency personnel

Accessibility and Accommodations

> *"A growing number of people with disabilities consider societal attitudes and environmental obstacles to be greater problems than the disability itself."*
> (Mellard, D., Hall, J. and Leibowitz, R. , 1997, p.5)

Programs serving adults with documented disabilities must provide reasonable accommodations that will allow an otherwise qualified person with a disability to participate in learning activities. The Americans with Disabilities Act (ADA) in 1992, greatly extended the services to be made available in terms of:

- Any program, service, or activity, when viewed in its entirety, must be readily accessible to and usable by learners with disabilities.
- A learner with a disability must be able to access and act on information about a program, service, or activity.
- When evaluating learners with disabilities, screening and testing procedures must be fair, accurate, and non-discriminatory.
- Learners with disabilities must be able to participate in any activity, service, or program offered.

(Morrisey, P. 1993, p. 22 in Imel, S., 1994.)

How to provide accessibility and accommodation are the foremost issues for ABLE programs to consider. The accessibility of a site is judged by its compliance with ADA standards and the ease with which it can be located and identified as an ABLE site. In addition to providing physical accessibility to and within a facility, adequate, well-lighted parking lots or available parking within a short distance of the ABLE site are encouraged. An environmental survey can be completed by staff and students to assess how well their site provides a welcoming environment. Refer to the Accessibility Checklist on pages 75-81 in the 1998 edition of the ABLE Program Administrators Manual or view on-line at **http://www.archon.educ.Kent.edu/** for facility requirements.

Examples of Accommodations

The following accommodations can help ensure that all students have a physical environment that contributes positively to their learning experience. Program planners should review the environment and have a back-up plan for accommodations and services. See the Resource Section for more information.

Vision (Low or none)

- Assist students in becoming acclimated to the design and layout of the classroom.
- Provide Braille maps of the facilities.
- Keep room arrangement consistent or, when changed, make sure all persons are reacclimated to the area.
- Use colored tape to enhance desk edges or other protruding objects.
- Store electrical cords and other hindrances away from traveled areas.
- Provide large print materials.
- Provide extra lighting if needed.

Hearing (Limited or None)

- Provide a paper copy of all material delivered orally.
- Stand directly in front of the learner.
- Provide visual cues such as flashing lights for timed tasks.
- Eliminate background noise.
- Provide an interpreter or adaptive equipment.

Wheel Chair Use

- Provide an adjustable table instead of a desk.
- Change door and aisle widths.
- If using computer tables, adjust the height.
- Store electrical cords and other hindrances away from traveled areas.

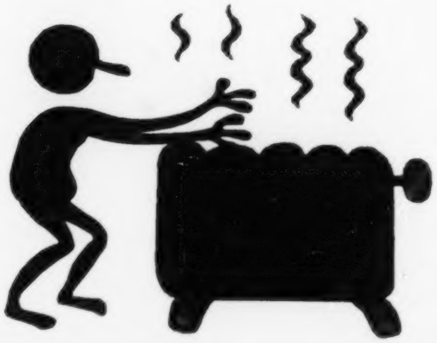
(White, W. 1998, p. 35)

A sampling of responses from adult education directors asked about the impact of accommodations:

Adult Learners:

- Became more trusting
- Improved their self-confidence
- Improved their self-esteem
- Became more productive
- Became friendlier to staff
- Increased their interaction with staff and students
- Became more comfortable
- Improved their attendance

(Mellard, D., Hall, J. and Leibowitz, R. 1997, p. 47)



Physical Environment
Indicator 2
Assessment

"The need to attend to physical aspects of the learning environment is often not understood or accepted by adults. Either they feel that the physical environment is not important enough to consider or that they cannot really do anything about it, so why bother. However, educators need to challenge adult learners to do something about the physical setting; especially if learners' needs are not being met."

(Fulton 1992, p. 1-2)

A Description of the Practices Included for Assessment

Creating a physical environment that adds to the learning experience requires more than being in compliance. Attending to issues of comfort and space must be a priority. In order to maintain an appropriate environment, students and staff should be involved in conducting audits of the ABLE sites. The Resource Guide provides a variety of methods for observing the physical features of the learning environment. Choose the method that meets the need.

The Physical Environment Survey .... p. 19

This short survey asks staff and students to rate their feelings about the physical environment.

An Environmental Introduction .... p. 20

Staff and students share responses to the physical environment.

Looking at the Physical Environment .... p. 21

This checklist reviews the physical environment inside and outside of the classroom.

Using Small Groups to Assess the Physical Environment .... p. 22

The small group setting is a productive way of reviewing the results of physical environment surveys and developing plans to address problems.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components

Practice Title: **Physical Environment Assessment Practices**

Purpose:

- To provide useful assessment methods for evaluating the physical environment particularly as it contributes to the learning environment.

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
____ other(specify)
____ stakeholders
✓ tutors/volunteers

Materials:

Physical Environment Survey, p. 19
An Environmental Introduction, p. 20
Looking at Physical Environment, p. 21
Using Small Groups, p. 22

When to Use:

At least one time per year; more frequently as desired.

Documentation Methods:

Results are kept in the program file.

Other Considerations:

None provided.

Impact:

- The ABLE staff are aware of the connection between the physical environment and learning and have data to use in planning for improvements.

Contributed by:

Project Staff
ODE ABLE Program Evaluation Design Project
614-688-3720

Physical Environment Assessment Practices

Possible Implementation Methods

The Physical Environment

- A survey of 12 statements about the internal and external physical environment.
- Students and staff use a Likert-type scale to rate their responses.
- Any results showing strong disagreement with the statements indicate environmental areas that need attention.

An Environmental Introduction

- An activity providing participants the opportunity to write or voice their reactions and feelings about the site.
- Responses are shared in groups.
- Can be used prior to a site audit or in conjunction with other assessment methods.

Looking at the Physical Environment

- A checklist of items about the inside and outside of the classroom.
- Respondents check only the statements with which they agree.
- A plan for addressing the unchecked items can be devised.

Using Small Groups

- Outlines a process for using small group interaction to address physical environment concerns.
- The results of any physical environment assessment method can be used as the basis for discussion.

The Physical Environment

A Survey for Students and Staff

Purpose: To assess the physical environment.
Please respond to the following statements by circling a number for each.

		Strongly Disagree	Disagree	Un-Certain	Agree	Strongly Agree
1.	The area where we meet is always at a comfortable temperature.	1	2	3	4	5
2.	The class area is usually quiet enough to hear the teacher.	1	2	3	4	5
3.	The class area has enough light.	1	2	3	4	5
4.	The class is located in a safe neighborhood.	1	2	3	4	5
5.	Students can get to class easily by bus or other means of public transportation	1	2	3	4	5
6.	The classroom is readily accessible to students with disabilities.	1	2	3	4	5
7.	Signs on the outside of the building clearly mark the ABLE program site.	1	2	3	4	5
8.	Signs posted inside the building entrances readily identify ABLE classrooms.	1	2	3	4	5
9.	Adequate parking is available at the site.	1	2	3	4	5
10.	The classes are held close to where most students live.	1	2	3	4	5
11.	The outside of the building is safe from hazards.	1	2	3	4	5
12.	The seats in the class area are comfortable.	1	2	3	4	5

An Environmental Introduction

Purpose:

To provide participants with an opportunity to write and voice their feeling about a place.

Process:

1. Participants each write three words that they think best describe the classroom or learning area.
2. Small groups of two or three people are formed where participants can share their responses and explain why they chose their three words.
3. Using the consensus process, each group chooses the one word that best describes the classroom or learning area and shares the reason for that choice.

Outcomes:

1. Participants interact in a low-stress group situation. Participants practice decision-making skills.
2. Participants become aware of their learning environment needs and those of their fellow participants.
3. Participants, including ABLE staff, can use results to suggest needed changes to the physical environment.

Timing Tips:

- If done early in the session, activity can serve as an icebreaker.
- If done later in the session, it may feel more like "what needs to be changed" and action will be expected.
- It can be used with a group whose members already know each other but do not necessarily know the environment.
- It can be a preliminary activity to conducting a site audit with the students for the purpose of determining how conducive the physical environment is to successful adult learning.

(Fulton 1991-1992)

Looking at the Physical Environment

Purpose: To involve staff and students in an audit of the physical environment.
Place a checkmark in the box before each statement that describes the ABLE site being assessed.

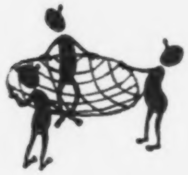
Outside the Classroom

☐ Signs identifying the ABLE site are readily visible.
☐ Signs indicating emergency exits are readily visible.
☐ Signs indicating emergency procedures are readily visible.
☐ The walkways to the building are barrier free.
☐ The hallways in the building are barrier free.
☐ Adequate lighting exists in the building to ensure safety and security.
☐ Adequate lighting exists outside the building to ensure safety and security
☐ Restrooms are available.
☐ Vending machines are available.

Inside the Classroom

☐ Lighting is adequate.
☐ Emergency lights are available.
☐ Classrooms are clean.
☐ Accessibility to class room is barrier free.
☐ Accessibility within the classroom is barrier free.
☐ Windows and shades are in working order.
☐ Heating and cooling within the room can be controlled.
☐ Furnishings, including tables and chairs, can be moved around.
☐ Media equipment can be accommodated in the room.
☐ Sight lines are not obscured for anyone sitting anywhere in the room.

(Vosho 1991, p. 30)



Using Small Groups to Assess the Physical Environment

Purpose:

To study the physical environment.

Arrangements:

- Choose a location apart from the main activities of the classroom.
- Arrange seating so that each participant feels an equal opportunity to contribute to the discussion. (Ex. chairs in a circle)
- Place needed materials nearby the meeting location.
- Ask someone to serve as a recorder or to write comments on a flipchart.

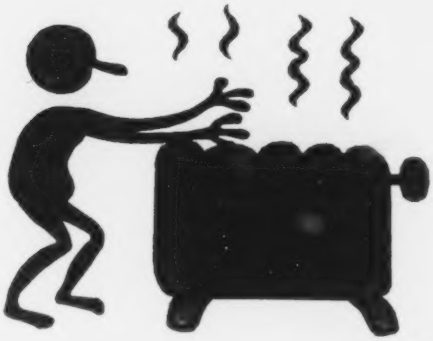
Participation:

- Use the small group setting to involve staff and students together in a discussion of the physical environment.
- Use small groups to debrief after doing an environmental survey. Each group can present its findings and recommendations

Sample Environmental Design Topics Include:

- How does the room look and feel when viewing from different locations within it?
- How can the room be arranged to fit a variety of learning needs?
- How do learners want the room arranged for learning?
- What can be done to meet both learner and instructor needs?
- Who else would be interested in the results of this analysis?

(Lankard et. al. 1995, p. 31-32)



Physical Environment
Indicator 2
Management

A Description of the Practices Included for Management

☼Designates a practice contributed by an Ohio ABLE program.

Working with the Physical Environment involves managing the natural elements like light, sound, and temperature. It also means working with the spaces provided and turning them into places where learning can be a comfortable, appropriate activity for adults.

Working with the Natural Environment .... p. 27
Ideas for establishing a comfortable learning environment are offered.

Shared Spaces .... p. 28
Some hints for being "good neighbors" when sharing space are provided.

Flexible Spaces .... p. 29
This offers tips for arranging rooms to benefit the learning experiences.

Creating Learning Stations .... p. 30
Creative ways to use space to offer learning opportunities are described.

☼Establishing a Welcoming Environment .... p. 32
This section includes the GED Wall of Fame and other ideas for designing a welcoming learning area.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components

Practice Title: **Physical Environment Management**

Purpose:

- To provide ideas for managing the physical aspects of the site that result in an environment conducive to learning

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
____ other(specify)
____ stakeholders
✓ tutors/volunteers

Materials:

Working with the Natural Environment, p. 27
Shared Spaces, p. 28
Flexible Spaces, p. 29
Creating Learning Stations, p. 30
Establishing a Welcoming Environment, p. 32

When to Use:

Periodically during the year.

Documentation Methods:

Anecdotal records; data from surveys

Other Considerations:

None provided.

Impact:

- The staff and students work together to create a learning environment that successfully adopts the physical characteristics of the site.

Contributed by:

Project Staff
ODE ABLE Program Evaluation Design Project
614-688-3720

Physical Environment Management

Possible Implementation Methods

The following directions were suggested by the contributor.

After checking for compliance and doing visual adits of the environment, program planners turn their attention to how to make the best use of the physical characteristics of the classroom. The natural environment, the use of space, and fashioning a student friendly site are priorities that must be addressed. As with some compliance issues, collaboration between those in charge of the site and those using the site is a must. Some characteristics may be impossible to reengineer but students and staff can serve as advocates for their own comfort level in the learning environment and foster creativity in making the best of any site.

Working with the Natural Environment provides some solutions to common problems posed by sound, light, and temperature, but awareness and planning by all concerned can result in a management plan that enhances the learning situation.

Shared Spaces suggests guidelines for forming good working relationships between the primary and secondary users of the same space. Program planners should encourage advocacy for ABLE programs co-existing with other programs.

Flexible Spaces offers ideas for managing existing space and rearranging furnishings to fit the needs of adult learners.

Creating Learning Stations details how traditional classroom space can be adapted to offer a variety of learning environments within the same physical space. The ideas can be adapted to fit the needs of the learners and the limitations of the site.

Establishing a Welcoming Environment includes a best practice used by an Ohio ABLE program. The *GED Wall of Fame* serves to congratulate those who have received their GED and encourages those who are on their way to earning a GED. Additional ideas from the ABLE Retention Toolbox for creating a physically welcoming environment are presented.

Working with the Natural Environment

The physical features of facilities where adult learning centers are located may vary, but a common challenge is to establish acceptable comfort levels for students. The natural environment, providing sound, light, and heat, is not always completely cooperative.

Sound

- When outside noise occurs, refer to it briefly and encourage students to continue working. Do not continue to refer to the noise as that gives everyone permission to focus only on the sound.

- If competing with sounds from a neighboring room:

  1. Share schedules with neighboring instructors so that each can plan for louder and quieter times in their lesson plans.
  2. Plan breaks or group activities when noisy times cannot be avoided

- During group instruction, stand close to the source of the noise. Since it is normal for students to look toward the noise source, this way you and the source will be in the same place.

Light

- If there is a lack of lighting fixtures, consult the facilities manager about providing additional lighting or changing rooms.

- Be aware of the way the sun moves around the room during the day and ensure that students are not being asked to sit in areas where glare could be a problem.

Temperature

- Remind students to dress for the temperature inside the room and to be prepared for fluctuations.

- Ask for space heaters or fans from the facility, or, if approved, bring your own.

- In older facilities, check with maintenance staff before opening windows as they may not be easily shut, once opened.

(Draves 1995, pp. 91-95.)

Shared Spaces

Taking Charge of Space

There are two major challenges arising from the physical environment that ABLE program staff may face in preparing the best possible physical learning environment: (1) sharing space and (2) managing flexible space. To address these situations, use or adapt one of the surveys appearing in the Physical Environment Assessment Section and follow the tips provided here for working in shared spaces and redesigning existing spaces.

How to Share Space

- Know the guidelines for rearranging the space. Be prepared to return things to their "original" state when your class is over.
- Enlist student help as a way of increasing ownership in the overall learning process.
- Discuss the needs of adults learners with the primary user of the space to see if some accommodations can be established.
- Use a flip chart if the blackboard usually has assignments for the primary users of the classroom. The flip charts may allow each small group to have its own display and can be used to continue a lesson to the next class meeting.
- Use an overhead projector to do instruction especially if the line of sight to the board is obscured for some students. (Writing, math, and many other subjects lend themselves to this presentation method, and students can make corrections directly on the screen.)

(Draves 1995, pp.26, 38.)

Redesigning Spaces – Flexible Spaces

- See pages 71-73 in the ABLE Program Administrators' Manual for diagrams of room arrangements (**http://www.archon.educ.Kent.edu/**).
- Move the chairs into a circle to encourage participation and discussion.
- Move the chairs into a square or U shape to be formal or informal and still encourage interaction.
- For lecturing, place the chairs in rows, facing forward.
- Arrange chairs and tables to allow adequate personal working space.
- Create learning centers or workstations around the room to allow students to move during class time, to experience multiple tasks, and to interact with other students.
- Experiment with the arrangements in the physical space and ask students to participate in the planning and evaluation of the space.
- If the chairs or desks are bolted to the floor or are otherwise immoveable, ask that portable, extra chairs be provided so that students can participate in small group or circle discussion activities.
- Create Learning Centers using portable carts offering students the opportunity to move around the room and to participate in a variety of tasks during the session.

(Draves 1995, pp. 26, 38)

Creating Learning Stations

Redesigning the traditional classroom space can go much further than adapting the seating arrangements and ensuring that there are appropriate adult furnishings. Using space to create multiple work areas within the classroom can meet the needs of those learners who like to "keep moving" and provide options for those who learn best with a scheduled sequence of activities. The standards for Indicator 2-Physical Environment state that all learning environments should include areas for quiet learning, computers, discussion, a library, and eye-catching materials. Even a small space can accommodate a library by having one or two chairs near a wall rack filled with reading materials. Computers, sitting side by side, on a table can be a work center and a scheduling process can make the area available to all the students. Establishing a learning environment that meets the standards requires creativity and flexibility.

The Library Station

- Pick a corner, use rugs and pillows or comfortable chairs to form space independent from the classroom
- Fill a display rack with a variety of reading materials, including newspapers, magazines, and writing done by students or devote one or two shelves to the "library"
- Use plastic, stackable cartons that can be filled with reading materials if space is at a real premium.

The Listening Station

- Provide headphones for a tape or CD player for the students to use to listen to music or stories or books.
- Use commercially produced lessons or recordings made by instructors, tutors, and other students.

The Writing Station

- Set aside a table and chairs designated as the writing center.
- Provide the writing basics: plenty of different kinds of paper, dictionaries (including a picture one for ESL and basic literacy students), reference materials, a collection of pictures to use as writing prompts, and samples of different types of letters with an explanation of when to use each type.
- Use the space for small group instruction and for introducing and using the writing process and peer editing.

The Computer Station

- Provide good lighting and comfortable chairs.
- Provide up to date software and use a scheduling process that allows fair use by all, especially if only one computer is available.
- Use the station for small group instruction and teamwork.

The Communication Station

- Create a mailbox system to encourage written communication between instructors and learners.
- Assign a number or code to each student and instructor to keep the exchanges confidential. (These notes could be more of the FYI kinds of communications, in addition to regular journals.)
- Create a folder for "ALL EYES" if students or teachers want to share thoughts with the whole class.

The Mathematics Station

- Supply paper, pencils, calculators, puzzles, games, measuring materials like rulers, tapes, a balance, and a set of scales.
- Provide problem-posing situations on cards that can be used by individuals or teams.
- Fill the area with posters showing math being used on the job and in everyday life situations.
- Encourage students to bring real-life problems to be solved by those working at the station.

(Daniel and Terry 1995, pp. 47-49)

Establishing a Welcoming Environment

GED Wall of Fame

Display GED certificates from past classes in a Wall of Fame as encouragement to new and continuing students. (Be sure to get permission from the recipients before displaying.)

Contributed by: **Lee Morris**–Norwood ABLE Program (1-513-396-5550)

Ideas from the Retention Toolbox

- Don't let textbooks and worksheets overtake the classroom. Use bookshelves to organize instructional materials. Label books for math, writing, and science, for example. Make sure students can easily find materials.
- Keep a suggestion box in the classroom. Check the contents regularly and address each suggestion with action.
- Provide a variety of current resources in the classroom including phone books, newspapers, magazines, catalogs from colleges and training programs.

Source: Retention Project

Ideas for ABLE Classrooms

- Create identification signs that are flexible and durable enough to be easily attached and removed from a surface if the signs can only be displayed during the time class is in session.
- Inform non-ABLE staff at the site of the name of your class and the exact location within the building so students can be directed to the room.
- Hang a banner with the site or class name directly in the line of sight for those entering the room.
- Enlist the participants in a visual audit of the site to determine where visually stimulating materials might be added.
- Post a bus schedule and a map marking area bus stops.
- Create an informational board displaying:
  - ~ Program "housekeeping" news.
  - ~ Class highlights and accomplishments.
  - ~ Current community information.
  - ~ Available support services.
  - ~ Pictures of class activities and participants.

Source: **These ideas represent a compilation of suggestions gathered in informal conversations with ABLE practitioners.**

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Resources

Accommodations
http://www.ku-crl.org/ias/accommodations/Rationale.htm/

Babey, E. "The Classroom: Physical Environments That Enhance Teaching and Learning (An Investigation of the Teaching/Learning Environment at the University of California, Davis)." Paper presentedd at the Annual Meeting of the American Association for Higher Education, Washington, DC, March, 1991. (ERIC Document Reproduction Service No. ED 332 618)

Inclusion of Students with Special Needs
http://www.newhorizons.org

Physical Environment
http://www.ced.appstate.edu/intercollege/3850/pam_biggs/physical.html

Correlation Chart for Indicators of Program Quality Practices

A checkmark (**√**) identifies the Indicator for which the practice was submitted. The (**X**) identifies other Indicators where the practice could be used.

Practice Name	Page #	Indicator						
		1	2	3	4	5	6	7
Thinking About Safety	I2-9		√	X				
Safety Checklist	I2-10		√	X				
Tornado Information	I2-11		√	X				
Emergency Information	I2-12		√	X				
Accessibility and Accommodations	I2-13		√	X		X		X
The Physical Environment Survey	I2-19		√	X				
An Environmental Introduction	I2-20		√	X				
Looking at the Physical Environment	I2-21	X	√	X				
Using Small Groups to Assess the Physical Environment	I2-22		√	X	X			
Working with the Natural Environment	I2-27		√	X				
Shared Spaces	I2-28		√	X	X			
Flexible Spaces	I2-29		√	X	X			
Creating Learning Stations	I2-30		√	X	X			
Establishing a Welcoming Environment	I2-32		√	X	X			X

Program Planning
Indicator 3

A Module in the
Indicators of Program Quality
Resource Guide

Program Planning and Administration

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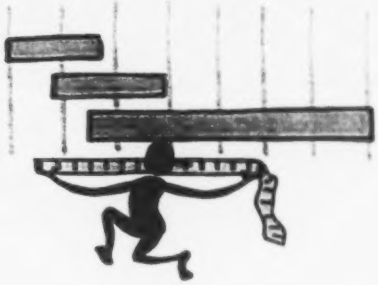

3.0 Program Planning and Administration
Program planning and administration is a process that is based on a written plan, is implemented, and guided by evaluation.

An Overview: Program Planning and Administration

Program planning is an ongoing activity that impacts all ABLE participants and their communities. Some planning decisions are guided by Federal and State requirements while others are based on the program's mission to provide the best possible educational services to those most in need in the community. Whatever drives decision making, the quality and quantity of services must be continuously evaluated and adjustments made to the overall program plan. The measures and standards provided in Indicator 3 serve as a guide for program planners, leading them to the development and maintenance of a delivery system that responds to the needs of ABLE participants and aligns with the Workforce Investment Act of 1998.

The Indicators of Program Quality Resource Guide divides the guidelines of Indicator 3 into three topical areas:

Elements of the Written Program Plan
Implementing the Program Plan
Program Administration

The required elements of the written plan range from an environmental scan to evaluation of the planning process. Implementing the written plan is a shared responsibility involving ABLE staff, volunteers, students, and other stakeholders, including members of community and state agencies. Program administration includes responsibilities for personnel and fiscal procedures. Financial and reporting procedures have been addressed in the Program Administrators' Manual on pages 223-266. The Resource Guide provides sample methods for complying with requirements and involving all program participants in planning program services.

3.0 Program Planning

Program Planning

3.0 Program planning and administration is a process that is based on a written plan, is implemented, and guided by evaluation.

Measure	Standard
A. A written plan exists that responds to workplace, family, and community needs.	A.1 A written plan includes at least: 1. Mission statement 2. Strategic plan 3. Needs assessment 4. Provision for special needs population 5. Marketing plan 6. Community survey 7. Evaluation plan A.2 All programs will review, evaluate, and update the written plan annually and/or as needed. A.3 Program will describe the "provision for special needs population" and the steps it proposes to take to ensure equitable access to and participation in its program for students, staff, and other program beneficiaries with special needs.
B Program administration facilitates the implementation and evaluation of the written plan.	B.1 An advisory committee consists of no fewer than five members and represents each of the following stakeholders groups: education, government, social services, business, and the local community. B. 2 The advisory committee is given a formal orientation to the program and meets formally for planning at least two times per year. Agendas are prepared and minutes are taken for all advisory committee meetings. These reflect active involvement by the advisory committee members in the planning process as evidenced by the following: 1. Discussion of current community conditions, needs and resources. 2. Action steps in the minutes that indicate how the program will address the information acquired. 3. Acceptance and completion of assignments given to advisory committee members. B.3 Evidence of local community linkages and collaboration exist that support the implementation and evaluation of the written plan. B. 4 All staff are formally evaluated, in writing, on a yearly basis. B. 5 Program administration will maintain documentation that all professional development assurances are met. B.6 All staff rate their participation level and value in the planning process as satisfactory or better. B.7 Program conducts a minimum of one staff meeting per quarter as evidenced by the minutes. B.8 All staff rate the receipt of needed program information as satisfactory or better. B.9 Programs establish and maintain a structured Intake and Orientation process for all students as evidenced by a written procedure, which includes: 1. An explanation of programs and services (as student language proficiency allows) 2. Completion of appropriate paperwork. 3. May include initial assessment. B.10 The Intake and Orientation materials will include: 1. Intake form 2. Program policy, guidelines 3. Written class schedule 4. Student handbook 5. Student/teacher contracts 6. Goal setting forms 7. Support services information B.11 Intake and orientation occurring during instructional hours must be conducted by designated staff other than the instructor. B.12 Students are recognized for academic and non-academic achievements as evidenced by formal and/or informal award ceremonies or events.

Program Planning

3.0 Program planning and administration is a process that is based on a written plan, is implemented, and guided by evaluation.

Measure	Standard
C. The program utilizes standard accounting and auditing procedures which are sound, ethical, and consistent with program policy and funding requirements.	C. 1 Program administration utilizes a dual accounting system to monitor ABLE expenditures and revenue as evidenced by a ledger. C. 2 Program administration submits accurate fiscal reports as required by the ODE ABLE office. C. 3 Program administration maintains documentation of staff hours worked as required in General Assurance # 10. C. 4 Program administration establishes a budget that supports the written plan.
D. Records and reporting systems are consistent with program policy and with legal and funding requirements.	D. 1 Program administration employs ABLE staff qualified for the positions they hold, as evidenced by current job descriptions, applications, resumes, and certifications on file. D. 2 All new staff receive an orientation about the local ABLE program within the first two weeks of employment as evidenced by administrative documentation. D. 3 Program recruits volunteers to fully implement the written plan. D. 4 Program administration recognizes staff achievements and contributions as documented in their personnel file. D. 5 Program administration maintains records and submits accurate reports as required by ODE. D. 6 Program utilizes the ABLELink system as required by ODE. D. 7 Program administration ensures that all staff meet reporting and record keeping requirements of ODE.

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Program Planning
Indicator 3

Elements of a Written Program Plan

A Description of Ideas for Creating a Written Program Plan

☼ Designates a practice contributed by an Ohio ABLE Program.

☼Working with Mission Statements .... p. 9

Ideas about the benefits of and the process for writing a mission are accompanied by the ODE ABLE mission statement and four regional samples.

☼Strategic Planning: An Overview of the Process .... p. 12

An explanation of the benefits of and the process for strategic planning is presented.

☼ ABLE Program Strategic Planing–Sample Elements .... p. 16

Excerpts from ABLE strategic plans are presented.

☼A Marketing Plan .... p. 19

A template for the initial stages of marketing plan development is included.

☼Community Inventory .... p. 21

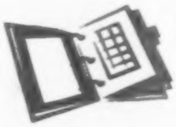
Demographics, economic trends and patterns, community concerns; these are all critical sources of information for planning ABLE services. A sample community inventory is included in the Resource Guide that can be used or adapted.

☼Evaluating the Program Plan .... p. 28

A chart is provided that can be used to record the expectations and actual outcomes of the program's action plan. The chart also encourages a look at what changes may need to occur in the action plan to ensure continuous improvement.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components



Practice Title: **Working with Mission Statements**

Purpose:

- To provide samples of mission statements that programs can use to guide their writing process
- To provide suggestions for writing a mission statement

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
___ other (specify)
✓ stakeholders
✓ tutors/volunteers

Materials:

Sample Mission Statements, p. 10
Writing a Mission Statement, p. 11

When to Use:

At staff meetings; as needed.

Documentation Methods:

A mission statement will appear in the program's RFP for grants and should be displayed in each site.

Other Considerations:

None provided.

Impact:

- The program staff will have a clear understanding of the program's purpose.

Contributed by:

Regional Consultants
Ohio ABLE Office
614-466-5015

Note: No implementation page is included for this practice.

Sample Mission Statements

The development, maintenance, and evaluation of an ABLE program is guided by a written plan containing seven required components. Each program's uniqueness is reflected in its program plan, but all plans must show evidence that all components have been addressed.

Mission Statements:

- Are an expression of the goals of an organization
- Represent the input of all staff
- Serve as a standard by which services can be measured
- Should be displayed
- Should be clear and concise

ABLE Program Mission Statements:

- Express the type of service provided
- Describe the quality of services
- Identify the population served

Sample ABLE Mission Statements

ODE ABLE State Office:

To provide quality leadership to ABLE programs for the development, improvement, and expansion of lifelong learning opportunities for adults in their family, community and work roles.

Region 1: To develop, improve and expand lifelong learning opportunities for adults in their roles as family members, community members, and workers through a comprehensive adult basic and literacy education program providing services and activities to meet the literacy needs of the County.

Region 2: To provide adults with an educationally stimulating environment where every student can expect to be treated with respect and to grow in their role as learner, community member, and worker.

Region 3: To develop, improve, and expand educational opportunities for adults in their roles as learners, family members, community members, and workers in the twenty-first century.

Region 4: To provide quality ABLE programs for the development, improvement, and expansion of lifelong learning opportunities for adults in their family, community, and work roles.

Writing A Mission Statement

This activity involves staff in writing a mission statement that can be done during a staff meeting and can easily be adjusted to meet the needs of large and small programs.

Step 1: Distribute samples of mission statements and discuss the elements in each.

Step 2: Develop criteria which describe what should be in the mission statement. (Refer to the suggestions on the previous page of the Resource Guide.)

Step 3: Divide the staff in small groups of three to five, providing writing materials for each.

Step 4: To save time, provide each group with some thought-provoking questions such as:
- Why do our students come to the ABLE program?
- Who does the program serve?
- Why is the program in the community?

*You may wish to provide these before the meeting so that individuals will have had time to consider them and be ready to respond.

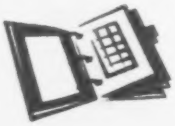
Step 5: Direct each group to develop a mission statement for the program allowing 20-25 minutes to complete.

Step 6: Reconvene the whole group and ask for a spokesperson from each group to present results.

Step 7: Analyze the results based on the criteria established in Step 2.

Step 8: Come to consensus on the wording of the mission statement.
- Continue working as a group to complete a version that best represents the program.
- If time is limited, ask for a representative from each team to work together at a designated time and to present a unified version at the next meeting

Practice Components



Practice Title: **Strategic Planning: An Overview of the Process**

Purpose:

- To provide information about the benefits of strategic planning that would help ABLE program planners
- To provide a method for conducting strategic planning

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
☐ other (specify)
✓ stakeholders
✓ tutors/volunteers

Materials:

Strategic Plan Steps, pp. 13-14
Strategic Plan Model, p. 15

When to Use:

Ongoing.

Documentation Methods:

A written strategic plan is included with the written program plan.

Other Considerations:

Developing a strategic plan requires time, the process cannot be rushed. The process requires total staff involvement and could include other stakeholders.

Impact:

- Program planners have more information available to assist in developing their strategic plans.

Adapted from:

(Michael 1995)

Strategic Planning: An Overview of the Process

Strategic Planning Steps

These suggested strategic planning steps can be used with staff to initiate the planning process or to review previous experiences with strategic planning.

1. **Define the purpose and mission of the program.**
   - What type of services does ABLE provide?
   - Who is being served?
   - What is the quality of the service?
   - What will be the focus of the program in the future?

2. **Write a statement** expressing the purpose and mission of the program, if one does not exist. If it does exist, review based on the questions in Step1 and revise.

3. **Look at past performance and future plans.** Determine how ABLE services are currently being delivered and to whom. If they align with the mission statement, determine what can be done to continue. If they do not align with the mission and goals identified in Step 2, what will have to change to bring them into alignment?

   - How well is the program currently meeting its mission?
   - Are the target populations being served?
   - What is happening in the local communities that impact the services being delivered?
   - Are the services sufficient?
   - How can program capacity be increased?
   - What assets and resources are available?
   - What linkages or collaborations could be made to benefit ABLE program services?
   - What is the effectiveness of current linkages?
   - What actions need to be taken to address the needs of all partners?

4. **Look at accountability** at all levels from compliance to creativity in meeting and exceeding expectations.
   - What are the collection methods for accountability?
   - Is reliable and valid information being collected?
   - Is all the necessary information being documented?
   - How is the information used in planning and delivery of services?
   - Should changes in procedures be made and why?

5. **Develop a plan** for implementing changes.
   - What will be accomplished? How will it be done?
   - Does everything in the plan relate to the purpose and mission of the program?
   - How will progress be tracked?
   - Determine roles of personnel; set timelines; establish a support system for changes.

6. **Implement the Plan**.
   - Document the outcomes.
   - Review periodically.

7. **Evaluate the Plan**.
   - Review the outcomes, positive and negative.
   - Make needed changes.

Strategic Plan –A Model

Possible Implementation Methods

There are many planning models but the following steps are included in most:

1. Agree on the planning process and its importance to the program.
2. Define the vision and mission of the program.
3. Identify program objectives.
4. Conduct a SWOT analysis by identifying the following existing conditions.
    - **S**trengths
    - **W**eaknesses
    - **O**pportunities
    - **T**hreats (challenges)
5. Develop strategies and action plans based on the results of the SWOT analysis.
6. Implement the plan.
7. Monitor and evaluate the plan.

(Michael, S. 1995)

Practice Components

Practice Title: ABLE Program Strategic Plan–Sample Elements

Purpose:

- To provide evidence of strategic planning in an ABLE program

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
___ other (specify)
✓ stakeholders
✓ tutors/volunteers

Materials:
Sample Elements, pp. 17-18

When to Use:
Ongoing.

Documentation Methods:
A copy of the written plan is kept in program files and one is submitted to ODE.

Other Considerations:
None provided.

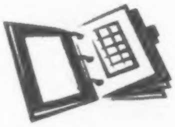
Impact:

- All program staff and stakeholders have a participatory role in strategic planning and develop a sense of ownership in the program outcomes.
- The planning process encourages a critical look at program services and helps set a climate for change.

Adapted from at the following programs' Strategic Plans:

Athens County DHS ABLE
Buckeye Career Center
Eastland Vocational School District
Jefferson Community College
Northwest Local ABLE
Perry County ABLE
Shawnee State University BASICS
Southeastern Ohio ABLE

Note: No Implementation page is included for this practice.



ABLE Program Strategic Plan: Sample Elements

The sample plans vary in length and format but share common planning guidelines. The basic elements of the submitted plan are listed below.

- Assessment Results (internal and external)
- Mission Statement
- Vision Statement
- Guiding Principles
- Indicators of Success
- Goals
- Objectives/Action Plans
- Performance Measures/Tracking/Accountability

A sample ABLE strategic plan (collected from eight different programs)

Assessment Results:

Mandates	Conflicts	Strengths	Weaknesses	External Forces
serve eligible students	too many young students	growth/positive changes	not enough group work being done	influx of immigrants

Mission Statement:

We are committed to providing eligible adults with quality educational opportunities for the development and improvement of basic and lifelong learning skills. Acquisition of these skills will enable students to achieve academic, employment, and interpersonal goals.

Vision Statement:

The ABLE program will be widely recognized in the county as providing excellent educational opportunities and assisting the learner in overcoming barriers to personal growth.

Guiding Principles:

- Maintain a professional and qualified instructional staff.
- Provide a positive environment conducive to adult learning.
- Set and achieve realistic goals for ourselves and our students.

Goals:

- To remain in close contact with local human services director in order to tailor services to human services clients.
- To ensure program accountability at every level of our program and adhere to Indicators of Program Quality.
- To facilitate and ongoing professional development process for project staff.

Indicators of Success:

- Students will successfully meet their goals and exit the ABLE program.
- Students will develop and improve workplace skills.

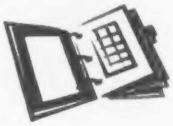
Objectives/Action Plans: (A sample format)

Objective	Activity	Person Responsible	Completion date	Resources	Accountability
Create job readiness course with community college.	1. Gather information from community college. 2. Develop curriculum. 3. Implement course.	1. ABLE representative 2. Community College representative	2/99- gather 4/99- develop 9/99 - implement	Community College	1. Meet timeline. 2. Community college accepts. 3. Agree on content. 4. Enroll students. 5. Track progress, and completion.

Performance Measures/Tracking/Accountability:

- Teachers will review and update curriculum materials using learner feedback and survey results.
- Plan and implement a communication model that allows for open and frequent exchange of information during training between all stakeholders allowing feedback (positive and negative) to be recycled immediately into the training program or added to future sessions.
- Retention will be increased by using new strategies introduced in the classroom.

Practice Components



Practice Title: **A Marketing Plan**

Purpose:

- To develop a systematic approach for marketing an ABLE Program

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
___ other (specify)
✓ stakeholders
✓ tutors/volunteers

Materials:

Initial Marketing Plan Worksheet, p. 20

When to Use:

Preceding the start up of a program year; efforts should be ongoing.

Documentation Methods:

The sheet is kept with program documents.

Other Considerations:

Step by step marketing and recruiting information can be found in Indicator 7 module of the Resource Guide.

Impact:

- The program has a blueprint to guide activities and a basic foundation for evaluating what is or is not working and to what degree.

Contributed by:

Project Staff
ODE ABLE Program Evaluation Design Project
614-688-3720

Note: No Implementation page is included for this practice.

Getting the Word Out!

Initial Marketing Plan Worksheet

Purpose: Use the worksheet to begin planning the marketing of your ABLE program.

Activity	Who	When	Frequency	Cost

Practice Component

Practice Title: Community Inventory

Purpose:

- To document community trends
- To use the results in planning the delivery of ABLE services to the community.

Possible Participants:

✓ instructors
☐ students
✓ support staff

✓ program director
✓ program coordinator
✓ other (specify)
Community Agencies, Community Service Organizations

✓ stakeholders
✓ tutors/volunteers

Materials:

Community Inventory, p. 22-27

When to Use:

When planning changes in service; reviewing need for and effectiveness of ABLE services in the community; when doing marketing and recruiting.

Documentation Methods:

The results are kept in the program file for reference.

Other Considerations:

The information you want may have already been collected. Check with local agencies and service organizations, including government divisions, before doing an inventory.

Impact:

- Program planners know who their students are, where they live, and the economic opportunities available for them.
- An awareness of the community profile guides the development and delivery of realistic, quality ABLE services.

Contributed by:

Project Staff
ODE ABLE Program Evaluation Design Project
614-688-3720

Note: No Implementation page is included for this practice.

ODE ABLE EVALUATION

COMMUNITY INVENTORY

Specify Community Being Described:

Local Program:____________________ County: ______________________

City: ______________________________ State:________________________

Completed by:

_________________________________ _________________________________

Name Title

Date:_____________

1. Total population for community/county:______________________________________

Source: ______________________ Year:_________

Age Group	Male	Female
0 - under 18		
18 - under 24		
24 - under 44		
44 - under 59		
59 and over		
Totals		

2. Ethnic Groups: ______________________________
Source: ____________________ Year:________

Ethnic Group	Population	
	Male	Female
American Indian or Alaskan Native		
Asian or Pacific Islander		
Black, not of Hispanic Origin		
Hispanic		
White, not of Hispanic Origin		
Totals		

3. Demographic rates for the community:
List the rates for the community using the most current data available. (Make sure to include the numbers for the comparison, such as percent or per thousand)

Category	Rates	Source	Year
Adult Functional Literacy			
Employment			
Homelessness			
Incarceration			
Recidivism			
Juvenile Delinquency			
Dropouts			
Poverty			
Public Assistance			
Substance Abuse			
Teen Pregnancy			
Voting			

4. Family Information:

Source: ____________________ Year: ________

1. Two-parent families: Number of Families	
Age	**Population**
Birth - below 5	
5 - below 7	
7 - below 10	
10 - below 13	
13 - below 16	
Totals	

2. Single-parent families: Number of Families	
Age	**Population**
Birth - below 5	
5 - below 7	
7 - below 10	
10 - below 13	
13 - below 16	
Totals	

3. Other: ________________ Number of Families	
Age	**Population**
Birth - below 5	
5 - below 7	
7 - below 10	
10 - below 13	
13 - below 16	
Totals	

5. Grade distribution of the school age population by school district for community being described:

Source: ______________________ Year:_________

School District:_______________________			
Grade Level	**Number of Students**	**Grade Level**	**Number of Students**
Kindergarten		Seventh	
First		Eighth	
Second		Ninth	
Third		Tenth	
Fourth		Eleventh	
Fifth		Twelfth	
Sixth			
Column 1 Total		**Column 2 Total**	
		Grand Total	

6. Subsidized lunches:

Source: ______________________ Year:_________

1. Number of families eligible for free and reduced lunches:________

2. Number of families receiving free and reduced lunches:________

7. Industrial Profile of Community:

Source: ______________________ Year:_________

Type of Industry	Number of companies in area	Average length of time in business	# of employees in industry
Education			
Manufacturing			
Service			
Retail			
Financial			
Food			
Entertainment			
Other: ____________			
Totals			

8. Trends in Business and Industry:

Source: ______________________ Year:_________

Type of Industry	% of change in # of companies in area in the last 5 yrs	% of change in # of employees in area in the last 5 yrs
Education		
Manufacturing		
Service		
Retail		
Financial		
Food		
Entertainment		
Other:_________		
Totals		

9. Local Library:
Source: ______________________ Year:________

a. Is there a local public library? ○Yes ○No

b. If there is a local library, how many branches are there? ______________________

c. What is the average level of usage? ______________________________________

10. Local Newspaper:

Source: ______________________ Year:________

a. Is there a local newspaper? ○Yes ○No

b. How many local newspapers are available? ________________________________

c. For each newspaper, what is the average circulation for the paper?

Newspaper	**Average Circulation**

Pactice Components

Practice Title: Evaluating the Program Plan

Purpose:

- To provide a way to examine the expectations and actual outcomes of the program plan and to evaluate any gaps

Possible Participants:

✓ instructors
☐ students
✓ support staff
✓ program director
✓ program coordinator
☐ other (specify)
✓ stakeholders
✓ tutors/volunteers

Materials:
Evaluation Chart, p. 29

Documentation Methods:
Keep completed chart in program file.

When to Use:
At the end of program year.

Other Considerations:
Once the status has been determined, discuss the implications for future planning and create a plan.

Impact:

- Staff will have a snapshot of program effectiveness and can begin to extend successful approaches and redesign unsuccessful action plans.

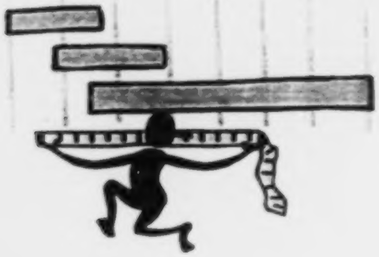
Created by:

Project Staff
ODE ABLE Program Evaluation Design Project
614-688-3720

Evaluating the Effectiveness of the Program Plan for Program Year

Program Name: ______________________________ **Date:** ____________

Goal	Status	Future Actions
	☐ goal met ☐ goal not met ☐ goal exceeded	
	☐ goal met ☐ goal not met ☐ goal exceeded	
	☐ goal met ☐ goal not met ☐ goal exceeded	



Program Planning
Indicator 3
Implementing the Plan

A Description of Practices Included for Implementing the Program Plan

✪Designates a practice contributed by an Ohio ABLE Program.

Putting the program plan into action requires the cooperation of the ABLE staff, the students, local agencies, and organizations. Building these working relationships is crucial to the continued improvement of program performance.

Community Involvement

The practices in this section highlight the cooperation that must exist between an ABLE program and the community it serves for delivery of effective services.

✪The ABLE Advisory Committee .... p. 33
✪Interagency Partnerships: For the Common Good Model .... p. 39
✪Collaboration Chart .... p. 41

Staff Involvement

The following practices offer ways to include and document ABLE program staff participation in the planning process.

✪Teacher Evaluation: Self and Peer .... p. 43
✪Staff Handbook .... p. 49
✪Staff Survey .... p. 51
✪Tips for Conducting Staff Meetings .... p. 53
✪Staff Meeting Evaluation .... p. 56

Student Involvement

The success of an ABLE program lies in its ability to introduce the learning experience in a positive way that immediately sets the tone for persistence and about the program's benefits completion. The practices presented in this section encourage that success.

✪Intake/Orientation Notebook .... p. 58
✪Intake/Orientation Process .... p. 60
✪Enrollment Center: Intake/Orientation .... p. 64
✪Intake/Orientation Conducted by Support Staff .... p. 69
✪Participation Forms .... p. 72
✪Student Recognition: Awarding Scholarships .... p. 78

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components

Practice Title: **The ABLE Advisory Committee**

Purpose:

- To provide ideas to ABLE programs for setting up and maintaining an effective advisory committee
- To evaluate the established procedures used by the ABLE Advisory Committee

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
✓ other (specify) **Community Members**
✓ stakeholders
✓ tutors/volunteers

Materials:

An Overview, p. 35-36
Advisory Committee Expectations Letter, p. 37
Advisory Committee Evaluation, p. 38

When to Use:

In the planning stages; during the time the committee serves; at the end of the scheduled service time.

Documentation Methods:

Agendas and attendance rosters.
Anecdotal record of other services or contributions.

Other Considerations:

Membership is determined by local program policy so participants may vary. Refer to pages 86-89 in the Program Administrators' Manual for more information regarding advisory committees.

Impact:

- The advisory committee will be united in their efforts to help ABLE deliver quality educational services to the communities.
- The advisory committee members will feel a sense of ownership and responsibility for the success of the ABLE programs in their community.

Contributed by:

An Overview
Cheryl Hagerty
Union County ABLE
937-644-2796

Expectations
Karyn Evans
Southern State Community College
937-393-3431

Evaluation
Adapted from [Missouri Linc 1998.]

The ABLE Advisory Committee

Possible Implementation Methods

- The Overview details the following ideas about advisory committees:

Purpose
Recruitment Procedures
Committee Orientation
Meeting Procedures
Extension Activities
Evaluation

~ Review the manner in which the advisory committee currently functions and determine if it is as effective as possible.

~ Read the ideas for ensuring that advisory committees are important, contributing partners for the ABLE program.

~ Share the ideas with appropriate personnel.

~ Based on the results of discussions about current practices and suggested practices, create a plan for building an advisory committee that effectively involves the community to enhance ABLE services.

- The Advisory Committee Expectations Letter outlines what the committee member and the ABLE representative can expect from each other.
- The ABLE Advisory Committee Evaluation provides a method for the ABLE program to assess the composition and effectiveness of the committee.

An Overview:
Making the Best Use of Advisory Committees

Purpose: The purpose of the advisory committee is to have members who truly support the mission of the program, reflect the community that is served, and contribute to the success of the program.

Recruitment Procedures:

- Choose a diverse group of people, looking to varying geographical representatives and different ethnic and racial backgrounds.
- Include a mixture of people who are involved in education, business, and industry.
- Include representatives from community agencies that deal directly with ABLE students such as:
  - Department of Human Services
  - One-Stops
  - Ministerial Associations

- Identify community members who have an interest in ABLE and have special skills such as:
  - fund raising
  - legal issues
  - public relations
  - human resources management
  - financial management

- Include nontraditional members representing the library and Cooperative Extension Services.
- Develop a letter of invitation clearly outlining the roles, responsibilities, and expectations for advisory committee members.

Committee Orientation:

The members should have a clear idea of what is expected of them in regard to their participation in the committee. Conduct an orientation that:

- Provides an overview of the expected roles and time commitment for an advisory committee member.
- Provides a clear explanation of what services the ABLE program provides.
- Gives enough information so that new members have the same knowledge and comfort level as current members.
- Offers copies of the meeting minutes from the previous year.
- Allows for one-to-one interaction between the new member and the ABLE director.
- Includes an invitation to visit the program site when it is open.

Making the Best Use of the Advisory Committee (Continued from previous page)

Conducting the Meeting:

Advisory Committee meetings must be a good use of valuable time.

- Identify a time and place that works for each program.
- Have an agenda. **(Do not have a meeting that is strictly a reporting session by the ABLE Director or Coordinator about the status of the program.)**
- Make sure that minutes are taken during the meeting to be used in follow-up.
- Include a consistent method for encouraging all members to contribute ideas and thoughts about the program.

Meeting Follow-up:

Keep in touch with the committee members between sessions.

- Prepare meeting minutes and send to members in a timely manner.
- Keep a folder for each member. After the meeting, go through the folders and identify those members who were absent.
- For members who miss a meeting, send minutes and any handouts distributed.
- Periodically thank the members for their time, effort, and contributions. Give a card, certificate, or special token gift.

Extension Activities:

- Solicit committee members' involvement in the ABLE program by asking them to serve as guest speakers, providers of special resources, or to make in-kind donations of special services and talents.
- Invite the advisory committee members to the ABLE recognition, but make sure each has a responsibility so that his/her presence would make a difference. Roles could be anything from giving the welcome to serving refreshments.

Evaluation:

- Is the advisory committee working?
- How many members are attending meetings?
- How many members are referring potential students?
- How well would the members do on a test about ABLE programs?
- In what ways are members currently providing support for the program?
- Are there new roles and responsibilities for members to address?
- Are new members needed?

Advisory Committee Expectations Letter

Dear Committee Member,

Thank you for agreeing to serve on the __________________ ABLE Program Advisory Committee. To facilitate your contributions to the Committee, the ABLE program, and ultimately the community, we are providing a statement of our expectations of advisory committee members and what members can expect of the ABLE representatives.

An Advisory Committee Member will:	**The ABLE Representative will:**
Serve as an ambassador for the program.	Represent the program in an honest and positive manner.
Be a resource to offer input and advice.	Give due recognition to you in your position as an advisory committee member.
Be an information source about the community and its activities.	Keep you informed of our activities.
Support ABLE program events, projects, and activities.	Stay in touch on a regular basis.

Both the ABLE representative and the advisory committee member will demonstrate respect for one another by being cooperative, listening carefully, and appreciating the voluntary commitment of time and expertise.

If you have any questions regarding the expectations, please contact the ABLE Program office at ____.
(contact information)

Sincerely,

Name: ____ Position: ______________

Program Name: ____

ABLE Advisory Committee Evaluation Form

Purpose: To look critically at the composition of the Advisory Committee, the effectiveness of the meetings, and the relationships to the ABLE program

General Schedule

1. How many meetings were scheduled? ____________
2. How many meetings were actually held? ____________
3. Was the number of meetings sufficient to meet the need? ☐ Yes ☐ No
4. How many meetings will be scheduled for next year? ____________

Membership

5. What percent of the committee attended **all** of the meetings? ____________
6. Provide the length of service of the committee members by the following categories:

   ☐ newly appointed
   ☐ one year
   ☐ two years
   ☐ three to five years
   ☐ six to ten years
   ☐ more than ten years

7. Members are provided with a written statement of the purpose of the committee. ☐ Yes ☐ No
8. Members receive written notification of their expected duties and contributions. ☐ Yes ☐ No
9. Members are provided with the opportunity and a method for evaluating the advisory committee and its meetings. ☐ Yes ☐ No
10. Members are recognized publicly for their service. ☐ Yes ☐ No

Meetings

11. Written agendas are provided. ☐ Yes ☐ No
12. Minutes are taken and distributed in a timely manner. ☐ Yes ☐ No
13. Member recommendations are duly considered by program personnel. ☐ Yes ☐ No
14. Meetings are held at ABLE program sites. ☐ Yes ☐ No

(Adapted from Kearn and Graham 1998.)

Practice Components

Practice Title: **Interagency Partnerships: For the Common Good Model**

Purpose:

- To provide a collaborative environment in which to identify and meet the needs of ABLE participants

Possible Participants:

_____ instructors
_____ students
_____ support staff
✓ program director
✓ program coordinator
✓ other (specify)
Advisory Committee Members
_____ stakeholders
_____ tutors/volunteers

Materials:

For the Common Good, p. 40

When to Use:

Ongoing to enhance program capacity and performance.

Documentation Methods:

Referrals between agencies and participation/membership in the linkages will be recorded in program files.

Other Considerations:

Each community is unique with regard to agencies and linkages. Participate in those that best address ABLE's goals and mission.

Impact:

- Participating in community linkages will allow ABLE to continuously improve its service to students and the community.

Adapted from:

[Imel 1995]
http://literacy.kent.edu/CommonGood/Guide/stepone.html
[29 July 99]

For The Common Good Model

Note: You may be instrumental in creating the linkage or be one of the agencies called upon to join. Knowing the steps is beneficial in both scenarios.

Suggested Steps for Establishing an Interagency Linkage Team

1. Assess the local need and climate for interagency partnerships.

2. Take steps to initiate the plan.

   - Develop a rationale.
   - Identify existing linkages.
   - Generate internal administrative support.

3. Form the team

   - Identify and select key players.
   - Issue the invitation.

4. Establish a collaborative relationship.

5. Develop a plan

   - Create an effective planning environment.
   - Design an action plan with objectives and activities to meet them.
   - Solicit agency and community support for the plan.

6. Follow-up and follow-through

   - Implement the plan.
   - Maintain momentum.

Practice Components

Practice Title: **Collaboration Chart**

Purpose:

- To track and document the collaborations in which the ABLE program participates

Possible Participants:

_____ instructors
_____ students
_____ support staff
✓ program director
✓ program coordinator
_____ other (specify)
_____ stakeholders
_____ tutors/volunteers

Materials:
Collaboration Chart, p. 42

When to Use:
Update periodically.

Documentation Methods:
The chart is maintained and kept in the program files.

Other Considerations:
Even though attendance at meetings is very time consuming, the interaction with other sources keeps ABLE programs "in the loop" of community problem-solving.

Impact:

- As the director checks off how an organization/agency is involved with ABLE, it is possible to quickly analyze how well the collaboration is working and determine whether intensified efforts are needed for improvement or if the partnership is no longer beneficial.

Contributed by:

Project Staff
ODE ABLE Program Evaluation Design Project
614-688-3720

Note: No Implementation page is included for this practice.

Collaboration Chart

COUNTY	Support Letter	Site	Training	Support	Volunteers	Speaker	Refers	Childcare	Transportation	Materials	Dist. Schedules	Membership	ABLE Adv Bd	ABLE Adv Bd	ABLE Speaker
HEAD START	✓						✓	✓	✓		✓		✓		
CDHS	✓			✓	✓	✓	✓	✓	✓		✓			✓	
EXTENSION	✓		✓			✓	✓			✓	✓				
JR MOTHERS CLUB					✓		✓			✓					
LINKAGE TEAM			✓				✓				✓	✓		✓	
LIBRARY							✓			✓	✓				
COURT SYSTEM	✓			✓			✓				✓				
HOSPITAL							✓			✓	✓				
DOM. VIOLENCE	✓	✓	✓			✓	✓			✓	✓		✓	✓	
GREEN VALLEY SCHOOLS		✓					✓		✓		✓			✓	
JTP	✓		✓				✓		✓	✓	✓				
3 ARTS CLUB							✓								
GREEN THUMB			✓		✓		✓				✓				
SAMARITAN OUTREACH					✓		✓				✓		✓		
ALTRUSA				✓	✓		✓			✓	✓	✓		✓	✓
EVEN START	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓
OBES	✓						✓				✓				
DISP. HOMEMAKER	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓
HOPEWELL SERRC	✓		✓				✓			✓	✓				

Practice Components

Practice Title: **Teacher Evaluation: Self and Peer**

Purpose:

- To provide teaching staff with a method for evaluating their instructional and management skills
- To provide an organized method for observing individual teachers' instructional and management skills
- To utilize peers as observers in the evaluation process

Possible Participants:

✓ instructors
____ students
____ support staff
✓ program director
✓ program coordinator
✓ other (specify)
Teacher peers
____ stakeholders
____ tutors/volunteers

Materials:

Needs Assessment, p. 45
Self-Evaluation, p. 46
Peer Observation Guidelines, p. 47
Observation Form, p. 48

When to Use:

As desired.

Documentation Methods:

The Observation Form is completed, with a copy going to the teacher and one to the program file.

Other Considerations:

The Needs Assessment and the Observation Form are used in a conference with the Program Director.

Impact:

- A multi-faceted approach provides opportunities for input by all parties.
- The bottoms-up design encourages constructive and non-threatening evaluation.

Contributed by:

Suzanne Bernardini
Ashtabula County JVS
440-576-6015

Teacher Evaluation: Self and Peer

Possible Implementation Methods

The following directions were suggested by the contributor.

- Emphasize the evaluation experience as an opportunity for reflection and growth.
- Create evaluation process guidelines and distribute to all appropriate personnel.
  - ✓ Establish evaluation teams made up of ABLE peers (usually two veteran lead teachers plus one newer teacher)
  - ✓ Communicate clearly the expectations of the team members. (The team meets with the director to review and practice the observation process.)
  - ✓ Communicate the role of the peer evaluators to those being observed. (The process was developed by the entire staff and refined by the evaluation team.)
  - ✓ Create and distribute any forms needed for observation and feedback.
- Set timelines for completing the evaluation process, including the follow-up meeting with the director. (All staff were informed at the initial staff meeting of the meeting date and the team calls the day before a visit for specifics.)
- Share informally or formally with each teacher participating in the evaluation process. (Unannounced spot visits by the director are also part of the evaluation process.)
- Make plans for follow-up in cases where deficiencies are discovered.
- Document and keep all materials. (The teacher being observed signs a form and this is kept.)

____________________ABLE Program FY_____ **Needs Assessment** Site: ____________________

Staff Name:________________________________ Number of years with ABLE_____ Date: ________________

Evaluation Team Member: ________________________ ________Instructor _________Classroom Aide _________Other

Please complete your self-evaluation by checking the box that best matches your feelings about the following:

Area	I feel very competent in this area.	I have adequate skills in this area.	I would like suggestions in this area.	I need help in this area.
Knowledge of ABLE Program issues, orientation, information, special services/partnerships				
Use of computers				
GED instruction				
ESL instruction				
Life -Skills instruction				
Time management				
Writing strategies				
Level 1 reading				
Working with volunteers				
Small group lessons				
Community agency referrals				

Staff Signature ____________________ **Date** _______ **Supervisor Signature** ____________________ **Date** ________

Self-Evaluation of Class and Time Management Skills

Site: ________________________________ Classtime/s: ____________________

Instructor/Staff Signature: ________________________________ Date: __________

Read the question and check Yes or No as it best describes your response.

1. [ ] Yes [ ] No Are all student assessments-initial screening tests completed, scored, and recorded?

2. [ ] Yes [ ] No Have you completed intake forms/questions for all enrolled students?

3. [ ] Yes [ ] No Have you completed TABE Locator and an initial TABE Survey for all enrolled students?

4 [ ] Yes [ ] No Are the scores recorded on Intake Forms?

5. [ ] Yes [ ] No Do all students have work folders?

6. [ ] Yes [ ] No Do all students have an initial Personal Education Plan?

7. [ ] Yes [ ] No Are monthly enrollment reports submitted by the first of each month?

8. [ ] Yes [ ] No Are time sheets completed and submitted on time?

9. [ ] Yes [ ] No Are welcome signs and class schedules posted on door and outside of classroom?

10. [ ] Yes [ ] No Is there an information/direction sign at the main entrance of the building?

11. [ ] Yes [ ] No Do you use the newspaper every week?

12. [ ] Yes [ ] No Do you use the newspaper to provide writing topics daily and/or weekly?

13. [ ] Yes [ ] No Did you have a guest speaker this semester?

14. [ ] Yes [ ] No Did you visit the local library with your class?

15. [ ] Yes [ ] No Do you use a variety of delivery systems, i.e. computer, video, overhead?

16. [ ] Yes [ ] No Does your classroom have a resource center, including maps and posters?

17. [ ] Yes [ ] No Do your students have journals or learning logs?

18. [ ] Yes [ ] No Do you share information about ABLE services and coalition partners?

19. [ ] Yes [ ] No Has your class participated in or scheduled a computer training session?

20. [ ] Yes [ ] No Have you completed and/or updated your current FY Individual Professional Development Plan?

21. [ ] Yes [ ] No Have you completed your initial plan for the next program year?

Peer Evaluation Observation Guidelines

Please follow these guidelines for conducting an evaluation of an ABLE instructional peer.

1. Arrange the timing with the instructor.

2. Spend two hours observing at the site.

3. Ask each staff member to complete the Program Questionnaire.

4. Interview each staff member for approximately five minutes individually. Spot check several responses to the questionnaire with each one.
   (This will be determined by the number of staff on site. These guidelines are created for observing two staff members.)
   - What materials do you use most often?
   - How do you handle Level 1 readers?
   - How do you incorporate writing activities?
   - What "space"/adjacent area do you use for testing/tutoring/interviewing?
   - What do you need to improve services to students?

5. Ask staff to provide access to the following:
   - Class/student records
   - Student file

6. Observe the type of instructional format and note whether lecture, small group, or individualized.

7. Chat with students.

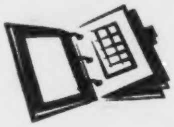
8. Browse through materials and resources.

9. Look for directional signs, visible class schedules, door posters, notice of special activities.

10. Check the lobby or site for ABLE program brochures.

11. Sign and date forms.

12. Make positive comments throughout the observation process.



Career Observation/Staff Evaluation Form

Instructor: ____________________
Class/Center: ____________________
Date: ____________________

Classroom Management
Instructional Performance
Student Relations
Professional Performance

Evaluation Team Member: ____________________

Evaluation

Record Keeping
- ☐ Registration Information
- ☐ Attendance Sheets
- ☐ Enrollment Forms/Intake Forms
- ☐ Payroll Sheets/Records
- ☐ Test Results
- ☐ Referral Forms
- ☐ TABE

Punctuality/Organization
- ☐ Center Open On Time
- ☐ Materials Organized
- ☐ Schedule and/or Class Rules
- ☐ Files/Student Records
- ☐ Directional Signs/Posters

Instruction
- ☐ Student Folders
- ☐ Assessment/Screening
- ☐ PEP Forms
- ☐ Writing Samples
- ☐ SM/LG Group Instruction
- ☐ Supplemental Materials
- ☐ Use of Computers
- ☐ Multi Media

Professional Growth
- ☐ Staff Meetings
- ☐ Workshops/Conferences
- ☐ Special Projects
- ☐ Continuing Education
- ☐ Community Networking
- ☐ Professional Development Plan

_____ **Needs Review**

Comments/Suggestions: ____________________

____

____

____

____________________ / ______
Director Date

____________________ / ______
Staff Date

Practice Components

Practice Title: **Staff Handbook**

Purpose:

- To provide staff with a resource to access program information
- To have a comprehensive booklet to give to each new teacher explaining the program

Possible Participants:

☑ instructors
☐ students
☑ support staff
☑ program director
☑ program coordinator
☑ other (specify)
This may be given to Advisory Committee members.
☐ stakeholders
☑ tutors/volunteers

Materials:

Sample Table of Contents, p. 50

When to Use:

Distribute at staff orientation and use as a reference and guide thereafter.

Documentation Methods:

Every staff member has a handbook.

Other Considerations:

Update annually or as needed.

Impact:

- The handbook helps in conducting a systematic orientation of new staff.
- All staff are better informed about program issues because of the comprehensiveness of the handbook.

Contributed by:

Suzanne Bernardini
Ashtabula County JVS
440-576-6015

Staff Handbook

Possible Implementation Methods

Though the formats may differ with details unique to the program, staff handbooks are available in many ABLE sites. These are some handbook considerations provided by the Ashtabula County JVS ABLE Program.

- The materials are placed in a 3-ring binder so that it is easy to add and delete.
- All staff receive a book.
- The books are updated on a regular basis so information and policies are always current.
- The book is an important part of new teacher orientation and serves as an accepted source of information for all staff.

To create your own handbook, consider the Table of Contents from Ashtabula County JVS ABLE Program.

Introduction (Mission statement and history of the program)
A Listing of ABLE Learning Centers
ABLE Class Schedules
ABLE Advisory Board
ABLE Calendar
ABLE Staff Directory
State ABLE Directory
Staff Responsibilities
Classroom Procedures/Cancellation/Signs
Registration/Initial Assessment Procedures/Retention Policy
Record-Keeping Procedures and Forms
GED Information
Curriculum (All services provided)
Assessment Information
Special Information Brochures

Practice Components

Practice Title: **Staff Survey**

Purpose:

- To solicit staff input in the planning process
- To provide staff an opportunity to express their opinions, including their degree of satisfaction as employees of an ABLE program

Possible Participants:

✓ instructors
____ students
✓ support staff
✓ program director
✓ program coordinator
____ other (specify)
____ stakeholders
____ tutors/volunteers

Materials:

Staff Survey Form Sample Questions, p. 52

When to Use:

One time per year.

Documentation Methods:

The surveys are kept in the program files.

Other Considerations:

None provided.

Impact:

- The form identifies needs that can be addressed in terms of material, equipment, and support.

Contributed by:

Karyn Evans
Southern State Community College
937-393-3431

Staff Survey

Possible Implementation Methods

The following directions were suggested by the contributor.

To create a staff survey with the same purposes as the sample, consider the following:

- Identify areas that are of concern to the director and the staff.
- Use open-ended statements.
- Ensure confidentiality.
- Respond to the suggestions and comments with action.

Directions: Encourages completion of the survey and communicates the program director's sincerity.

Please try to complete each statement sincerely. I do want to know your feelings, opinions, and wishes. As we tell our students, "Only honesty and complete answers help us improve."

Statements: Framed so that respondents can express their feeling about a situation and then make suggestions for change. Open ended "I" statements are used to encourage frank responses.

- I could do a better job if________.
- If I could spend $______ in ABLE funds, I would_______.
- The best part of working for/with the ABLE program is ________.
- In order to do my job well, I need_________.
- The aspect of my job that I dislike the most is ________________because ____________. My suggestion for changing this is ________________.
- If we (the Program) were being evaluated this year, I'd feel most concerned about __________________.
- I would like for the Regional Consultant to know_________________.
- I would like to tell the State/Federal Department of Education ____________.
- The students often suggest ________________ and my response is _________.
- I admire ____________on our staff because _____________________.
- My greatest ABLE success was ________________.
- I would also like to say______________________.

Practice Components

Practice Title: **Tips for Conducting Staff Meetings**

Purpose:

- To provide tips for conducting effective and efficient staff meetings

Possible Participants:

____ instructors
____ students
____ support staff
✓ program director
✓ program coordinator
____ other (specify)
____ stakeholders
____ tutors/volunteers

Materials:
Tips, p. 54
Sample Agenda, p. 55

When to Use:
As desired.

Documentation Methods:
Agenda and minutes will be part of program file.

Other Considerations:
See Staff Meeting Evaluation, p. 53 as a follow-up activity. The agenda forms are available on many kinds of software.

Impact:

- Organized staff meetings are respectful of program needs and participants' time commitments.

Adapted from:

Informal conversations with ABLE practitioners.

Tips for Conducting Staff Meetings

Before the meeting:

1. Prepare the agenda making sure that each meeting participant receives a copy in advance of the meeting.
2. Include the starting time, the ending time, and the location of the meeting.
3. Indicate on the agenda if participants must do any preparation in advance such as preparing reports, bringing materials, or reading information.
4. If the materials are not readily available and they must be read prior to the meeting, arrange for participants to receive a copy.
5. The person in charge of the meeting should arrange in advance for someone to take notes and prepare the minutes.

Conducting the meeting:

6. Meetings should generally be no more than two hours and no less than one hour. (Circumstances may dictate exceptions.)
7. Start on time and end on time. (To respect the time of those who have arrived, begin as scheduled. Extending the meeting beyond the scheduled ending time should be agreed upon by everyone.)
8. State the purpose of the meeting. (This may also appear on the agenda.)
9. Encourage everyone to provide input. Try to discourage anyone from dominating the conversation. (A time limit to the topic can be specified in the agenda or at the beginning of the discussion.)
10. If an issue arises that is outside of the agenda, determine the importance and if it needs immediate attention. If not, arrange to meet with the interested parties at another time.

Sample Meeting Agenda

DATE: 8/1/00
Time: 6:30 PM to 8:30 PM

South City ABLE Program Staff Meeting

Main Street School Site
1400 Main Street
Room 21

Meeting called by: Rosa Martin

Meeting Purpose: to assess progress on action plans; to discuss implementation of the NRS.

Note taker: Jerry Andrews

Attendees: All ABLE Staff
Please read: The National Reporting System Overview
Please bring: Monthly Attendance Reports

—— Agenda ——

Topics	Person Leading	Time Allotted
Status check on Action Plan	Director	30 minutes
Program issues/concerns- National Reporting System	Diane Ferguson, Jeff Smith	30 minutes
Curriculum Update	Sandy Penrose and Maxine Edelman	30 minutes
Works in Progress: good ideas, new books, successes	All Staff	30 minutes

Other Information

Special notes:

IPDP forms are available on-line at the OLRC website at http://literacy.kent.edu

Practice Components

Practice Title: **Staff Meeting Evaluation**

Purpose:

- To determine staff satisfaction with staff meetings

Possible Participants:

✓ instructors
___ students
✓ support staff
___ program director
___ program coordinator
___ other (specify)
___ stakeholders
___ tutors/volunteers

Materials:

Evaluation Form Sample Questions, p. 57

When to Use:

One time per year or periodically throughout the program year.

Documentation Methods:

Forms are kept in the program file.

Other Considerations:

The form can be returned with other paperwork at the end of a meeting or completed later and left in a designated drop-off spot.

Impact:

- Staff feedback is encouraged and suggestions are used to address problem areas.

Contributed by:

Project Staff
ODE ABLE Evaluation Design Project
614-688-3720

Staff Meeting Evaluation

Implementation Methods

To create a survey which follows the purpose suggested in this practice, consider the following:

1. **Provide directions which encourage completion of the survey.**

   As we plan the next program year, we request your feedback about the monthly staff meetings. Feel free to add additional comments.

2. **Create questions based on what happens in your ABLE staff meetings.**

   - Do you find the meetings beneficial? ____yes ____no

     Why or why not?

   - What suggestions would you make for improving the meetings?
   - If meeting times are a problem, what would you suggest as an alternative?
   - What needs to be added to the agenda?
   - What needs to be removed from the agenda?
   - What issues or topics would you like to see addressed in the meetings?
   - What other suggestions do you have to improve our staff meetings?

3. **Be prepared to organize the results and present them at the next meeting.**

4. **Plan changes based on the results.**

Practice Components

Practice Title: **Intake/Orientation Notebook**

Purpose:

- To assure consistent and complete intake/orientation to the ABLE program
- To simplify the process for staff

Possible Participants:

✓ instructors
___ students
✓ support staff
✓ program director
✓ program coordinator
___ other (specify)
___ stakeholders
___ tutors/volunteers

Materials:

Sample Table of Contents, p. 59

When to Use:

At every intake/orientation throughout the program.

Documentation Methods:

Each site has a notebook, or a staff member who travels to many sites for intake/orientation has a copy.

Other Considerations:

The notebook, a 3-ring binder, is updated when policy changes occur.

Impact:

- A systematic and consistent intake/orientation occurs throughout the program even though a number of ABLE staff provide the service.

Contributed by:

Karyn Evans
Southern State Community College
937-393-3431

Orientation Notebook

Possible Implementation Methods

The following directions were suggested by the contributor.

- Material needed: 3-ring binder, protector sheets, overhead transparencies
- Each step of the intake/orientation process is recorded on transparencies in two ways:
  1. Information and process
  2. Copies of forms
- The process includes displaying each of the transparencies as the staff person leads new students through the orientation. The transparencies can be placed directly on the overhead, simplifying the process.
- The binder serves as an organizer and a protector of the transparencies.
- Copying each of the forms that the student will be completing allows staff to:
  1. Thoroughly explain the forms
  2. Offer assistance to visual learners
  3. Point out traditional problem areas

Sample Table of Contents

Student Intake Form Page 1
Student Intake Form Page 2
Release of Information
Emergency Form
Voter Registration
Code of Conduct
Schedule of All Classes
Participation Contract
Learner Goals
Individualized Learning Plan
Blank Scratch Paper
TABE Locator Answer Sheet
Locator Test Booklet
Short Term Goals/Skills Progress
Writing Sample

Practice Components

Practice Title: **Intake/ Orientation Process**

Purpose:

- To provide an orderly, controlled intake/orientation for entering students during which all receive the same information

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
____ other (specify)
____ stakeholders
____ tutors/volunteers

Materials:

Welcome Letter, p. 62
Planning for Orientation, p. 63

When to Use:

During intake/orientation times.

Documentation Methods:

Provided to staff as part of the materials to be used in orientation.

Other Considerations:

The welcome letter is provided for potential students who visit the program when orientation is not scheduled. The letter invites them to return.

Impact:

- Students understand, accept, and participate in the orientation process.

Contributed by

Gail Morgan
South-Western City Schools ABLE
614-870-5533

Intake/Orientation

Possible Implementation Methods

The following directions were suggested by the contributor.

- Orientation takes place every week on the first day of class at each site with a designated staff person. The orientation is held in a room separate from the class area or in a separate section of the classroom.

- The steps at each orientation include:
  1. Goal setting
  2. Group activity/discussion
  3. Reviewing handbook
  4. Collecting a writing sample
  5. Completing a life-skills checklist
  6. Introducing expectations and expectations contract
  7. Doing an Irlen Screen*
  8. Explaining Equipped for the Future (EFF)
  9. Doing the initial assessment.

  * The Irlen Screen is given as part of an ABLE pilot dealing with Scotopic Sensitivity Syndrome. For more information about the Scotopic Sensitivity Syndrome and the Irlen Screen, view these sites **http://www.irlenclinic.com/fact/htm or http://www.hale.ndirect.co.uk/scotopic.html**

- While students complete the locator, staff members are reviewing the paperwork.

- On the second day of class, students complete the pre-assessment process.

- Students who drop in at other times are given a welcoming letter with the times of the next orientation. Names, addresses, and phone numbers are taken for future reference.

Sample Welcome Letter

Dear: ______________________________

I really enjoyed meeting you on ____________________. I am so glad you have decided to complete your education by obtaining your GED.

We have a very good program in place and I am sure we can work together to help you reach your goal.

Sincerely yours,

Sample Welcome Back Letter

Dear: ______________________________

We are so pleased you have decided to return to school to improve your basic skills, or to work toward your GED, or some other specific goal.

It is our desire to see you succeed and we will work along side of you as you strive to reach your goal.

We look forward to seeing you again.

Sincerely yours,

ABLE Staff

Planning for Orientation

_______________________ABLE Program

Our next orientation class at this site will be held

on ____

at ____

You will need to bring a notebook (either a 5-subject spiral or a loose-leaf notebook with five dividers works best.)

Please bring a pen or pencil with you.

All other materials will be provided by the program.

- -

To pre-register for the next orientation class, please fill out the following:

Name: ____

Address: ____

Phone: ____

Practice Components

Practice Title: **Enrollment Center: Intake/Orientation**

Purpose:

- To provide a systematic process for Intake/orientation

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
____ other (specify)
____ stakeholders
____ tutors/volunteers

Materials:

Enrollment Center Task List, p. 66
Evaluation of Intake/orientation Process, p. 67
Enrollment/Intake Team, p. 68

When to Use:

Initial student visit.

Documentation Methods:

Enrollment Center staff have access to task lists. Evaluations are kept in the program file.

Other Considerations:

None provided.

Impact:

- The enrollment process has improved retention and made students feel welcome.
- Staff is able to help students make informed choices and have more time to devote to quality instruction.

Contributed by:

Helen Jane Wilson
Maplewood Career Center
330-297-4418

Enrollment Center: Intake/Orientation

Possible Implementation Methods

The following steps are taken at the Enrollment Center:

1. Intake/orientation takes place in enrollment center which is staffed by a team of four instructors. One serves as the intake coordinator and can do testing and advising if needed. Three members of the team do testing and two of those also provide advising.
2. Students receive an orientation folder which contains handouts pertinent to the program.
3. Students are provided with assistance and data needed to make informed choices about their educational plans.
4. An explanation of the assessment process (including reasons for, timing, and uses) is provided.
5. After completing an individual skills assessment, the student selects a convenient appointment time for a face-to-face meeting.
6. Students schedule a 15-to-20 minute appointment advising session during which assessment results, the need for support services, and the remaining items on the Intake Checklist are addressed.
7. Advising results are given to the intake coordinator and students are referred to a learning site.
8. Site specific intake is provided when the student begins classes.
9. Students complete an evaluation of the intake/orientation process.

For more details, review the Enrollment Center Task List on the next page. For specific questions, contact the contributor.

Adult Basic and Literacy Education/ GED Program

Enrollment Center

1. **Orientation and Assessment**
   - A. Sign-in and registration
   - B. Welcome and introductions
   - C. Overview of the ABLE/GED program
   - D. Orientation packet–welcome, brochures, calendar, GED information/test dates, class format/procedures/program policy
   - E. Complete intake form, student self-assessment form and emergency form
   - F. Administer and score TABE locator
   - G. Administer TABE Survey 7
   - H. Schedule appointment with an advisor (day, time, site, name of advisor)

II. **Advising**
   - A. Welcome and sign-in
   - B. Process forms–release of information, conduct; give learning style inventory
   - C. Discuss TABE Profile–emphasize positive achievements
   - D. Review Life Skills Competencies Checklist
   - E. Begin goal setting
   - F. Discuss learning centers–locations, days, times, programs
   - G. Selection of learning center/written referral form (one to student and one to Intake Coordinator)
   - H. Complete Intake Checklist
   - I. Coordination with referral services
   - J. Identify need for support services
   - K. Send notes to Intake coordinator regarding special needs: for example, LD, tutoring, referrals

III. **Placement at Learning Center**
   - A. Welcome/format/procedures at learning center
   - B. Intake at center
     - Reading Assessment (San Diego/Slosson, if needed)
     - Reading interview
     - Review Life Skills Competencies Checklist
     - Math/reading/writing skills competencies
     - Math/English/reading inventories, if needed
     - Student participation agreement
     - Goal setting
     - Computer use survey
     - Career/job prep survey
   - C. PPR–personal program review–every three months review individual goal setting and SEP
   - D. Review results of learning style inventory completed at assessment–student given their own copy of results and strategies
   - E. Complete evaluation of the enrollment process form–return to Program Coordinator for review

Evaluation of the Enrollment Process

We would like to have feedback from you as to your feelings about our enrollment process. Please feel free to add your comments, feelings, or opinions. Thank you for taking the time to complete this evaluation.

ABLE Staff

	Yes	No
Were you greeted promptly the first time you came to ABLE?	☐	☐
Did you feel welcome?	☐	☐
Did you read the handouts in the Orientation Folder?	☐	☐
Was the folder helpful to you?	☐	☐
Was the information easy to read?	☐	☐
Did you have any questions that were not answered? (Either by the handouts or a staff member?)	☐	☐

Assessment

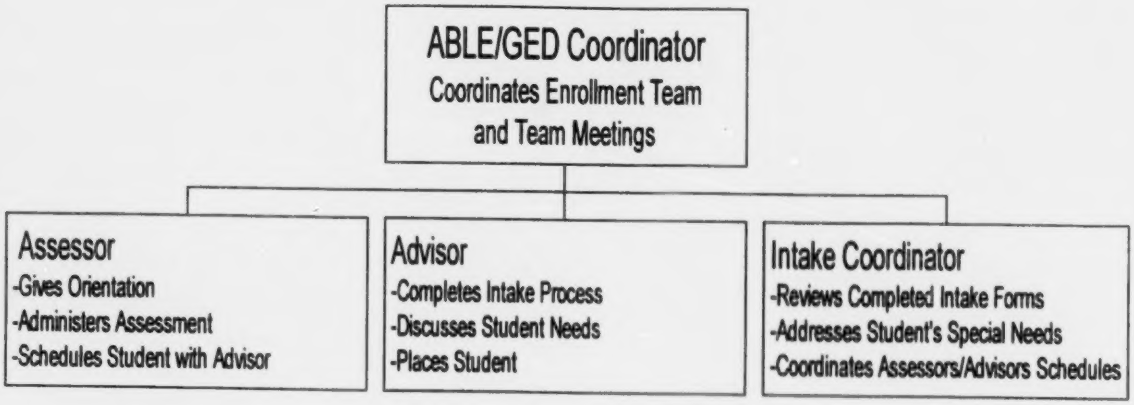
Were you given an explanation of our ABLE Program?	☐	☐
Were you given an explanation of the need for assessment?	☐	☐
Were the assessment team members (testers) helpful?	☐	☐

Advising

Was the advisor friendly and helpful?	☐	☐
Was the advisor knowledgeable about the ABLE Program?	☐	☐
Did you have an opportunity to talk with the advisor about why you came to the ABLE program?	☐	☐
Did you discuss and record your goals with an advisor?	☐	☐
Were the assessments results explained well?	☐	☐

Comments: ______________________________________

Adult Basic And Literacy Education


ABLE/GED Coordinator
Coordinates Enrollment Team and Team Meetings
Assessor
-Gives Orientation
-Administers Assessment
-Schedules Student with Advisor
Advisor
-Completes Intake Process
-Discusses Student Needs
-Places Student
Intake Coordinator
-Reviews Completed Intake Forms
-Addresses Student's Special Needs
-Coordinates Assessors/Advisors Schedules

Enrollment/Intake Team

Enrollment Process

Activity	Student Action	Program Action
Orientation and Assessment	Calls program	Schedules orientation and assessment
	Attends orientation and assessment	Assessor: Gives orientation, administers assessment, determines results of assessment
		Assessor: Schedules meeting with advisor
Advising	Meets with advisor	Advisor: Completes intake, reviews assessment results
	Discusses needs	Advisor: Places in program
Placement	Attends program	Intake Coordinator: Reviews intake forms, handles special needs for students, distributes intake folders

Practice Components

Practice Title: **Intake/Orientation Conducted by Support Staff**

Purpose:

- To provide effective student orientation conducted by ABLE program support staff

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
____ other (specify)
____ stakeholders
____ tutors/volunteers

Materials:

Intake/Orientation Folder Contents, p. 71

When to Use:

At time of enrollment.

Documentation Methods:

Items from folder are placed in student or program files by support staff or given to the appropriate person to handle.

Other Considerations:

This method helps programs ensure that no instructional time is lost due to the intake/orientation process.

Impact:

- Systematic orientation is provided without interrupting instruction time.
- Staff persons become a source of information and a "friendly face" for new students.

Contributed by:

Cindy Olmstead
Vanguard- Sentinel JVS
419-334-6901

Intake/Orientation Conducted by Support Staff

Possible Implementation Methods

The following directions were suggested by the contributor.

- Orientation sessions are held in the morning and evening of the same day each week. (Tuesday, 9 :00 AM - 6:00 PM)
- Sessions begin on time and a sign is placed on the door (**Orientation has begun, please report to the office to reschedule.**) This acknowledges the commitment of those who came on time and emphasizes the importance of being on time to late comers.
- Students receive an Orientation Folder. (Contents are listed on the following page.)
- Students receive a tour of the building as a part of orientation.
- Students complete required forms and assessments.
- Students have program information to keep.

For more details about the role of support staff in orientation and the everyday workings of the ABLE program, contact the contributor.

Orientation Folder Contents
Intake/Orientation Conducted by Support Staff

Some of the forms in the folder are in different colors so the students can easily find them.

1.	**Daily class schedule**	Students take this home with them.
2.	**Student intake form**	All completed intake forms are kept alphabetically in a binder in the office. Sheets are done in different colors for each site. Information used to call students who have stopped attending.
3.	**Student progress/exit form**	Name and phone number have been added and students are asked to please complete the form as they leave the program.
4.	**Personal Commitment form**	This is read aloud and then students sign.
5.	**Learning Styles Inventory**	Kept in student's classroom file folder.
6.	**Release of Information**	Kept in student's classroom file folder
7.	**Site list**	Students take this home with them.
8.	**Learner Goal Sheet**	Identify three most important goals and keep in student's classroom file folder.
9.	**School Cancellations**	Students take procedures home with them.
10.	**Center Rules**	Students sign and keep in their classroom file folder.
11.	**Daily Student Log**	Used to record daily lessons; easy for substitutes or alternating teachers to use; kept in student's classroom file folder.
12.	**TABE 7 or 8**	Locator answer sheet is on back of TABE answer sheet for ease of use. Locator number, TABE level, and scale scores are later added to the bottom of the intake form for ease in entering into ABLELink.

Practice Components

Practice Title: **Participation Forms**

Purpose:

- To clarify attendance expectation
- To promote an understanding of the importance of following through on a commitment
- To provide a source for planning staffing needs

Possible Participants:

✓ instructors
✓ students
____ support staff
____ program director
____ program coordinator
____ other (specify)
____ stakeholders
____ tutors/volunteers

Materials:

Participation Contract, p. 74
Released Information, p. 75
Individual Attendance Form, p. 76
Issues and Action, p. 77

When to Use:

At Intake/Orientation.

Documentation Methods:

Signed copies of contract and release are kept in program file. A copy of the Contract is also kept in the classroom file.

Other Considerations:

A Code of Conduct may be beneficial to programs. Contact a regional consultant for a sample.

Impact:

- Students are informed of expectations and their signatures document that they were presented with program requirements before enrolling.
- Forms can be easily adapted to reflect program policy changes.

Contributed by:

Project Staff
ODE ABLE Evaluation Design Project
614-688-3720

Participation Forms

Possible Implementation Methods

The following directions were suggested by the contributor.

Student Participation Contract

There are many varieties of the contract in use, each having a specific purpose for the program and the student. Determine the specific needs of your program and adopt this sample as desired.

Release of Information

Not all students will need to sign a release of information. A release, when used, should be for a specific purpose, within a specified length of time.

Daily Attendance

This form is for recording attendance and other actions.

Issues and Actions

Use to record responses to student requests for services or referrals made to accommodate special needs.

____
Name of ABLE Program

Student Participation Contract

Name: ______________________________ SS#: ______________

Site: ______________ Instructor: ______________ Date: ________

In order to plan for instructional needs at each site, it is necessary for all students to sign a participation contract stating the intent to enroll and attend. Each student's attendance will be based on this contract.

Third party assignment takes precedence over individual desires. (In other words: if the court or human services says an individual must participate 12 hours per week, the student cannot contract for less than that.)

It is my intent to attend ABLE classes at ______________________ (site)

on ______________________ from ______________________ to
(days of the week) (time of day)

______________. I plan to begin classes on ______________ (date).

I fully understand that I am responsible for regular attendance and full classroom participation.

Signed: ______________________________

Date: ______________________________

Witness: ______________________________

Date: ______________________________

____

Name of ABLE Program

Release of Information

Name: ______________________ SS#: __________ Date: ________
Institution: ______________________ Site: ______________________

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 GIVES YOU CONTROL OVER THE RELEASE OF YOUR RECORDS; THEREFORE, IN ORDER TO TRANSFER YOUR INFORMATION TO ANOTHER AGENCY, YOU MUST GIVE YOUR PERMISSION FOR THE RECORDS TO BE RELEASED.

Please indicate to whom we should release information by initialing appropriate line/lines, and giving the contact person(s) and/or department. Please include address(es) and phone number(s).

______________________ has permission to release information to:
(Name of Program)
____

☐ Potential Employer: ______________________________

☐ Employer: ______________________________

☐ ______________ Co. Dept. of Human Services ______________

☐ JTP: ______________________________

☐ Ohio Bureau of Employment Services: ______________________

☐ Others (designate): ______________________________

Release the information
☐ As requested
☐ One time only
☐ Monthly

Type of information
☐ Enrollment
☐ Attendance
☐ Test Scores
☐ Other: ______________

Special instructions: ______________________________

Signature: ______________________ Date: __________
Witness: ______________________ Date: __________

OFFICE USE ONLY

Information Sent: ____________ Completed by: ____________ Date: ______
Information Sent: ____________ Completed by: ____________ Date: ______

DAILY ATTENDANCE AND ISSUES DISCUSSED

for MONTH: ______________

Program: ______________________ **Site:** ______________________

Teacher: ______________________ **Class:** ______________________

Name	DATE SS #																										Total Hours	Issues ID
Totals																												

Instructor's Signature: ______________________________________ **Date:** __________

Key: A. For each day indicate the number of hours each student attended.

B. If you discussed issues with a student, place a check in the last column and identify the issue and the action taken on the back of this card.

ISSUES AND ACTIONS

Name	Issue		Referral Made		Action Taken		Resolution
	Type of Issue	Date of Identification	To whom or where	Date of referral	Type of Action	Date of Action	Yes/No

Complete this side of the form on an as-needed basis as issues arise concerning the learner. Use the following codes to indicate the issues.

1. Learning disability
2. Child care
3. Housing
4. Physical health
5. Public assistance
6. Mental health
7. Family
8. Continuing education
9. Transportation
10. Other

Practice Components

Practice Title: **Student Recognition: Awarding Scholarships**

Purpose:

- To recognize students by awarding scholarships at annual recognition programs and/or GED graduation ceremonies

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
✓ other (specify)
Advisory Committee Members
✓ stakeholders
✓ tutors/volunteers

Materials:

Sample Nomination Letter, p. 79

When to Use:

End of program year.

Documentation Methods:

Letter of recognition is in student file and record of scholarship award and ceremony agenda is in program file.

Other Considerations:

This practice requires that a scholarship system be established with monetary support from the community.

Impact:

- There is increased support for continuation of ABLE services and training.
- Students are recognized and honored for their achievements.

Contributed by:

Suzanne Bernardini
Ashtabula County JVS
440-576-6015

Student Recognition: Awarding Scholarships

Every ABLE program has its own unique way of rewarding student achievement, including some type of formal recognition ceremony. Guidelines for conducting the ceremony can be found in the Program Administrators' Manual on pages 96-100. The Ashtabula County JVS ABLE program has one other feature with its recognition ceremony. Students who are nominated and selected as Outstanding Adult Students receive a plaque and a $100 U. S. Savings Bond. Any adult enrolled during a current school year is eligible for the award. Additionally, some students who are heading to college may receive a $100.00 Book Scholarship redeemable for one year upon the verification of their enrollment at the college. For more specific information about this practice, please contact the contributor.

A Sample of the Nomination Letter

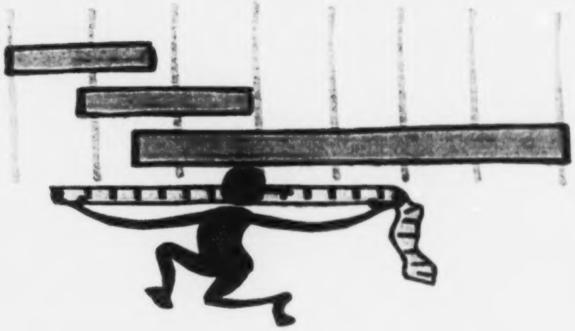
Ashtabula County Literacy Coalition
$100 U. S. Savings Bond Award
Nomination Form
Deadline: ____________________________

Note: Any student enrolled during the current school year is eligible for this award. The Coalition also presents awards to students with the highest GED scores in Ashtabula County.

_____Outstanding Adult Student
_____Outstanding LPN Prep Student
_____Outstanding LVA Student
_____Outstanding Head Start/ESL Student
_____Outstanding DHS Student
_____$100 Book Scholarship @ Kent/Ashtabula
(This student MUST BE ENROLLED AT KSUAC)

Person making nomination: ________________________________
Student nominated: ________________________________
Mailing address: ________________________________
____
ABLE Site attended: ________________________________

Attach a one page recommendation.



Program Planning
Indicator 3
Program Administration

A Description of Practices Included for Program Administration

☼Designates a practice contributed by an Ohio ABLE Program.

An important part of planning involves overseeing the everyday workings of the program. Meeting program needs requires managing the resources, including people, places, materials, and monetary support. Recruiting and hiring appropriate personnel helps ABLE programs offer quality services. Ensuring that personnel are acclimated to their job assignments (site and task) requires planning. The Program Administrators' Manual provides detailed guidance on fiscal management and reporting procedures on pages 223 to 266.

☼Hiring Personnel .... **p. 83**

Guidelines for hiring personnel to deliver ABLE services are provided on pages 90-93 of the Program Administrators' Manual. The job description must clearly detail all the tasks involved. Writing the job description helps document the need for the position and serves as a basis for creating a job advertisement. A sample job description and advertisement are presented.

ABLE Program Site Orientation .... **p. 86**

Every program must conduct an orientation to the job site for all employees. A sample orientation is offered with the expectation that programs will adapt the process to fit their particular needs.

☼New Teacher Survival Handbook .... **p. 89**

This booklet contains strategies for helping new teachers create and manage effective learning environments

☼Working With Volunteers .... **p. 91**

Volunteers are key ingredients in the success of ABLE programs. Ideas for recruiting and training these all important ABLE program members have been contributed for inclusion in the Resource Guide.

☼Volunteer Recruitment and Training .... **p. 95**

Contact the contributors for an explanation of the process used to recruit and train tutors to work one-to-one with students.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components

Practice Title: **Hiring Personnel**

Purpose:

- To provide a sample job description for an ABLE position
- To provide a sample job advertisement for use in hiring ABLE personnel

Possible Participants:

- instructors
- students
- support staff
- ✓ program director
- ✓ program coordinator
- other (specify)
- stakeholders
- tutors/volunteers

Materials:

Job Description, p. 84
Job Advertisement, p. 85

When to Use:

As needed.

Documentation Methods:

Copies should be kept in program files.

Other Considerations:

Update descriptions as needed.

Impact:

- All personnel will have a written job description that will explain duties and can serve as a method of performance review.

Contributed by:

Cassandra Stein
Mansfield City Schools ABLE
419-525-6445

Hiring Personnel

Samples

Job Title: Teacher–Adult and Community Education
Responsible to: Director of Adult and Community Education
Certification: Current Ohio Teaching Certificate

Qualifications:

1. Ability to work with adults.
2. Flexibility in work schedule.
3. Good communication skills.
4. Ability to use computer and audio-visual equipment effectively.
5. Ability to organize and work with diverse people and course offerings.
    - Familiarity with non-U.S. cultures, or willingness to learn about them. (This would appear if the teacher being sought was for ESL.)
    - Work experience in business and/or industry. (This would appear if the teacher being sought was for Workplace Literacy.)

Tasks:

1. Instruction of adult students.
2. Responsible for intake/orientation of students-interview, assessment, and goal setting.
3. Administer pre- and post-tests.
4. Keep accurate records of student attendance, testing, placement, and progress.
5. Assist in curriculum/materials selection.
6. Aid in program recruitment/retention efforts.
7. Follow a schedule approved by the Director of Adult and Community Education.
8. Tend exclusively to classroom duties during classroom hours.
9. Maintain confidentiality relative to persons participating in the Adult Basic program.
10. Be responsible for all school apparatus and property entrusted to their charge.
11. Maintain inventories of textbooks, supplies, and equipment where appropriate.
12. Review current educational literature and participate in professional development.
13. Abide by the Mansfield City Board of Education policies and regulations.
14. Perform other reasonable related duties as may be assigned by the Director of Adult and Community Education.

Hiring Personnel

When looking for qualified people to work in the ABLE program, as well as volunteers, you will want to place an effective advertisement. One medium is the classified advertisement section of the local newspaper. The advertisement, in full-justified form, should contain the following:

- The name of the ABLE program.
- A brief statement that describe the mission of the ABLE program.
- The title of the position.
- A short list of the MAJOR functions of the position.
- A brief list of essential requirements.
- Information on whom to contact, how to reach them and what to include in the application materials (i.e., resume, salary requirements).
- At the bottom of the ad, include "Equal Opportunity Employer" (EOE).
- Include a logo, if any, for your ABLE program. If there is not logo, place the program's name in bold letters.

A sample print advertisement:

The ***Court Street ABLE Program****, which provides educational opportunities for adults who lack a foundation of literacy skills needed for effective citizenship, further education, and productive employment, is seeking a part-time instructor for its night classes. Selected candidate will provide math instruction for GED preparation. Requires a B.A. degree (math preferred). Please send resume and three references to NAME, ADDRESS. EOE*

(Amico 1999)

Practice Components

Practice Title: **ABLE Program Site Orientation**

Purpose:

- To provide an organized system for conducting site and job orientation

Possible Participants:

✓ instructors
___ students
✓ support staff
✓ program director
✓ program coordinator
___ other (specify)
___ stakeholders
✓ tutors/volunteers

Materials:
Site Orientation checklist, pp. 87-88

When to Use:
Within two weeks of beginning employment.

Documentation Methods:
Signed checklist is kept in personnel file.

Other Considerations:
Adapt the checklist to reflect your site and program policies.

Impact:

- The checklist reflects the orientation process and ensures that all new staff receive similar information regarding the job and the program site.

Adapted from:

(Halverson, n.d.)

ABLE Program Site Orientation Checklist

Instructions: Review the checklist with the new employee at the scheduled time. Check off items as they have been covered. When all items have been checked off, review the checklist with the employee, asking for and answering any questions which may arise. Have the employee sign the checklist and place it in the employee's personnel file.

General Employment and Site Orientation

_____1. Explain the orientation process to the new employee.

_____2. Introduce staff in immediate work area, giving their titles and general duties.

_____3. Provide an overview of the purpose and function of the different program staff members. If applicable, mention any other program sites in relationship to where the new employee will be working.

_____4. Explain the new employee's job in relation to those being performed by the other employees at the site.

_____5. Conduct a tour of the site including the following:
~Entrance and emergency exits
~Restrooms
~Break areas
~Storage for personal items
~Designated parking
~Supply rooms
~Desk/work area
~Computer area
~Main office

Employment Issues

_____6. Review employee work schedule.
Work hours ________________ to ______________________.
Lunch or Break times ____________________.

_____7. Provide salary information, including time sheet procedures, pay schedule, tax forms, parking sticker applications, and any other paperwork ABLE employee must complete.

_____8. Provide employee with phone numbers for the site and immediate supervisor.

_____9. Explain procedures for leaves, health, personal or otherwise.

_____10. Discuss the Individual Professional Development Planning process.

_____11. Give key to the site or explain how to get into the ABLE classroom, site, building.

ABLE Program Site Orientation Checklist

Job and Site Specific Information

_____12. Review employee job description
~General requirements and guidelines
~Duties and primary functions
~Work relationships
~Work priorities
~Reporting responsibilities
~Safety procedures (medical, weather, fire, and accident reporting)

_____13. Indicate procedures for maintaining and ordering supplies.

_____14. Provide specific details of the job.

_____15. Answer any questions regarding the site, job duties, general employment, or ABLE program policies.

When the checklist is completed, review with the employee and have the employee sign and date. Place the completed form in the employee's personnel file.

Employee: ______________________________ Date: ____________

Program Director: ______________________________ Date: ____________

Practice Components

Practice Title: **New Teacher Survival Handbook**

Purpose:

- To assist new teachers in having a successful first year of ABLE teaching by providing helpful teaching methods
- To help reduce "first year teaching" stress

Possible Participants:

[✓ instructors]
students
support staff
[✓ program director]
[✓ program coordinator]
other (specify)
stakeholders
tutors/volunteers

Materials:

Sample Contents, p. 90

When to Use:

Provide to any new teacher; use as a review for all staff.

Documentation Methods:

Each new teacher will have a copy.

Other Considerations:

None provided.

Impact:

- Teachers will experience less stress as a result of using the Survival Handbook.

Contributed by:

Mansfield City Schools
Adult and Community Education
Cassandra Stein
419-525-6382

New Teacher Survival Handbook

Possible Implementation Methods

The following directions were suggested by the contributor.

- The New Teacher Survival Handbook provides new teachers with basic information about the community and teaching tips that will be helpful to those who are new to teaching.

- The Handbook contains three sections:

  ~Becoming Acquainted with Your Community
  ~Classroom Environment
  ~Classroom Management

- Community Information includes emergency and community services, resources, school policies, procedures, and resources.

- Classroom Environment includes strategies for making the classroom a comfortable and effective place in which to work.

- Classroom Management includes practical and effective strategies for creating a safe, orderly learning environment.

Practice Components

Practice Title: **Working with Volunteers**

Purpose:

- To include volunteers in the ABLE program who will provide adult learners with one-to-one or small group instruction designed to meet student goals and learning style needs

Possible Participants:

✓ instructors
___ students
___ support staff
✓ program director
✓ program coordinator
___ other (specify)
___ stakeholders
✓ tutors/volunteers

Materials:

Sample Volunteer Orientation Schedule, p. 93
Tips for Working with Volunteer Tutors, p. 94

When to Use:

Throughout the school year.

Documentation Methods:

- Intake forms, attendance records.
- Evaluation surveys completed by the volunteers.
- Regular conferences with the instructor are the documentation.

Other Considerations:

Volunteer services include tutoring and helping with recruitment, fund raising, public relations, advisory committee, and recognition ceremonies.

Impact:

- Volunteers have increased retention, provided individualized instruction, increased the variety of instructional strategies in use to meet learning style needs, and helped with the intake process.

Contributed by:

Judy Sack
Strongsville City Schools
440-572-6596

The Strongsville Volunteer Program

The Strongsville ABLE Program has an effective programming approach which includes volunteer tutors in its classrooms. An outline of their process follows. For more details and copies of the forms mentioned, please contact the contributor.

- When prospective volunteers call, names are taken and an information packet is sent. The information packet includes a written job description emphasizing that while the initial desire to serve others is good, to continue depends on the level of success the volunteer feels in the placement.
- A Volunteer Orientation is held that is designed to ensure that volunteers have a clear understanding of their responsibilities.
- New volunteers are paired with an experienced volunteer tutor who serves as a mentor.
- The match or placement of tutor with student is carefully made to ensure that the volunteer is comfortable with the assignment and that it is a good use of volunteer skills.
- Once the placement is complete, weekly attendance is kept and documented via ABLELink.
- On-going, in-service training is provided during the year.
- Volunteers complete an evaluation form.
- Volunteer efforts are recognized through appreciation events.
  - ➜ Birthday cards
  - ➜ Volunteer Newsletter
  - ➜ Certificates of Recognition
  - ➜ Appreciation Dinner or similar event
  - ➜ Holiday gift from the program (usually foodstuff-homemade)
  - ➜ Regular, repeated THANK YOU's.

Sample Volunteer Orientation Schedule

Part 1

- Volunteers sign in and receive name tags.
- Welcome and Introduction
  Overview of ABLE Program
- Awareness of Literacy Issues (Nationally and Locally) -The Program
- Profile of the Adult Learner
  Characteristics, Learning Styles, Cultural Differences
- Role of the Volunteer in the Classroom.
  Handbook, Tutoring Program Mechanics, Tutor Awareness Inventory, and Video – "Help Wanted-For A Second Chance"
- Volunteer -Tutor Panel

Part 2

- Welcome
- Overview of Students
- Goals of the ABLE/GED, TLC, or ESL programs
- Explanation of Student Assessment and Goal-Setting Processes
- Class Format
- Instructional Materials
- Expectations of Volunteer Tutors
- Video : "GED: A Measure of Excellence"
  "ESL: ABC's of ESL"
- Questions and Concerns

Tips for Working Effectively with Volunteer Tutors

1. Greet volunteers by name. Make them feel welcome by introducing them to other teachers, volunteers, and the students.

2. Ask the volunteers whether they prefer to work one-to-one or in very small groups and honor those preferences as much as possible.

3. Place volunteer tutors in their preferred subject area as it meets their comfort level.

4. Before introducing the tutors to their particular student, provide some background information such as; student needs, preferences, learning history, and learning style.

5. During the introductions between student and volunteer, do everything possible to put each at ease.

6. The teacher should select the books, materials, or software programs that the tutor and student will use. Give basic instructions on what to cover and some suggestions on how to do that. Most tutors like to have the freedom to use their creativity and individual style in determining the best way to approach the lesson with the student.

7. Check on their progress once or twice during the lesson. Ask if they need anything and provide any needed assurance and support.

8. Schedule a time to meet with your volunteer tutors when you can answer their questions, discuss their problems, make suggestions, offer encouragement, and thank them for their participation.

9. Look for opportunities to give praise. Just a few words can reinforce a job well done.

10. At the completion of every class, thank volunteers for the gift of time and themselves to the ABLE program.

Practice Components

Practice Title: **Volunteer Recruitment and Training**

Purpose:

- To provide students with one-to-one and small group tutoring

Possible Participants:

✓ instructors
___ students
___ support staff
✓ program director
✓ program coordinator
___ other (specify)
___ stakeholders
✓ tutors/volunteers

Materials:

None provided.

When to Use:

As needed during the program year.

Documentation Methods:

Tutor efforts are noted by the student, the instructor, and program coordinator.

Other Considerations:

The volunteer training coordinates with the classroom teaching. A two-part training process covering entrance procedures, TABE testing, and materials is used. **Contact the contributors for more details.**

Impact:

- The students, especially those studying geometry and algebra, have benefitted from tutor help.
- The tutors feel wanted and needed and enjoy the classroom.

Contributed by:

Cyndi Humpal and Phyllis Reese
Medina County Career Center
330-725-8461

Note: No Implementation page is included for this practice.

References

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Kearn, D. and Williams-Graham, J. ***Missouri Linc.*** Columbia, MO: Department of Education and Department of Practical Arts and Vocational-Technical Education, College of Education, University of Missouri, June,1998.

Michael, S. "Administering Adult Literacy Programs: The Role of Strategic Planning." in ***OLRC Research to Practice.*** Paper presented at the 1994 Leadership Academy Strategic Planning Workshop. January, 1995.
[Online]. Available: http://archon.educ.kent.edu/Oasis/Leadership/020010.htm.

Padak, G. (ed.) ***Program Administrators' Manual.*** Kent, OH: The Ohio Literacy Resource Center, Kent State University, 1998.

Resources

Assessment of Program Success Factors. Available at Southwest ABLE Resource Center. 800-558-5374 (Ohio only) or 937-512-5374

Caffarella,R. ***Planning Programs For Adult Learners: A Practical Guide for Educators, Trainers and Staff Developers.*** San Francisco, CA: Jossey-Bass, Inc., 1994.

Demonstration Projects for Special Needs Populations
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Ohio Department of Human Services. ***101 Brilliant Ideas for Local Partnerships, First Edition.*** Columbus, OH: Spring, 1998.

Program Needs Assessment. Available from the Ohio ODE ABLE office at 614-466-5015.

Retention Toolbox. Available from the Southwest ABLE Resource Center. 800-558-5374 (Ohio only) or 937-512-5374

Workplace Education Indicator Project Team. ***Workplace Education Indicators Scope of Work-Final Report.*** Toledo, OH: Owens Community College, September, 1998.

Correlation Chart for Indicators of Program Quality Practices								
A checkmark (√) identifies the Indicator for which the practice was submitted. The (**X**) identifies other Indicators where the practice could be used.								
Practice Name	**Page #**	**Indicator**						
		1	**2**	**3**	**4**	**5**	**6**	**7**
Working with Mission Statements	**I3-9**			√				
Strategic Planning: An Overview of the Process	**I3-12**			√				
ABLE Program Strategic Planning–Sample Elements	**I3-16**			√				
A Marketing Plan	**I3-19**			√				X
Community Inventory	**I3-21**			√				X
Evaluating the Program Plan	**I3-28**			√				
The ABLE Advisory Committee	**I3-33**			√			X	X
Interagency Partnerships: For the Common Good Model	**I3-39**			√			X	X
Collaboration Chart	**I3-41**			√			X	X
Teacher Evaluation: Self and Peer	**I3-43**			√		X		
Staff Handbook	**I3-49**			√				
Staff Survey	**I3-51**			√		X		
Tips for Conducting Staff Meetings	**I3-53**			√		X		
Staff Meeting Evaluation	**I3-56**			√		X		
Intake/orientation Notebook	**I3-58**	X		√				
Intake/orientation Process	**I3-60**	X		√				
Enrollment Center: Intake/orientation	**I3-64**	X		√				

Correlation Chart for Indicators of Program Quality Practices

A checkmark (√) identifies the Indicator for which the practice was submitted. The (**X**) identifies other Indicators where the practice could be used.

Practice Name	Page #	Indicator						
		1	2	3	4	5	6	7
Intake/orientation Conducted by Support Staff	I3-69	X		√				
Participation Forms	I3-72	X		√			X	
Student Recognition: Awarding Scholarships	I3-78	X		√	X			X
Hiring Personnel	I3-83			√				
ABLE Program Site Orientation	I3-86		X	√				
New Teacher Survival Handbook	I3-89			√	X	X		
Working with Volunteers	I3-91	X		√			X	X
Volunteer Recruitment and Training	I3-95			√				

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Curriculum and Instruction
Indicator 4

A Module in the
Indicators of Program Quality
Resource Guide

Curriculum and Instruction

Contents

An Overview: Curriculum and Instruction 3

4.0 Curriculum and Instruction 4

Designing Curriculum 5

Instructional Strategies 61

References and Resources 82

Correlation Chart 84

4.0 Curriculum and Instruction
Program has a written curriculum and provides instruction matching student needs and learning styles.

An Overview: Curriculum and Instruction

Determining what to teach and how to deliver the information to students are major decisions facing program planners and instructors. In adult education, students are an integral part of the decision-making process as they identify personal learning goals upon entry into ABLE programs. Standardized testing results; learning styles inventory outcomes; goals and objectives; available resources; progressive skill levels; teaching strategies; all of these must be considered in creating a learning environment. Because "one size fits all" is *not* a belief held by adult basic and literacy educators, students are guaranteed an educational experience that addresses their unique needs and goals.

Indicator 4 focuses attention on a written curriculum that identifies objectives and benchmarks. Additionally, teachers are encouraged to employ a wide variety of strategies to deliver instruction. Attending professional development activities provided at the local program level or by the Regional Resource Centers will enable staff to meet classroom demands.

This section (Curriculum and Instruction) also suggests involving students in a learning environment assessment that asks them to judge the curriculum and instruction being offered and the style in which it is being delivered. Their responses can serve as subjects for one to one conferences and as an impetus for change in the classroom. Information about the physical environment and its connection to learning can be found in Indicator 2.

The ideas in the Curriculum and Instruction section will assist program staff in making decisions about how best to help students meet their goals and objectives. The contents have been divided into the following:

Designing Curriculum
Designing Instruction

4.0 Curriculum and Instruction

Curriculum and Instruction
4.0 Program has a written curriculum and provides instruction matching student needs and learning styles.

Measure	Standards
A. Assessment results are used to guide development of learning plans to meet individual student needs.	A.1 Learning styles are determined by formal or informal assessment as documented by written records. A.2 All students have Individual Learning Plans on file based on assessment results, learning styles, and individual student goals.
B. All programs have a written curriculum that is adult appropriate and built on a strong foundation of research and effective educational practice.	B. 1 Program maintains a written curriculum that is supported by a wide variety of materials for use by adult students, including texts of various levels, current reading materials (i.e., magazines, newspapers), learning games, manipulatives, and special materials for persons with learning and/or physical disabilities, or Limited English Proficiency. B. 2. The written ESL curriculum is based on 1. language acquisition principles and includes: 2. communication competencies through the four language skills-listening, speaking, reading, and writing 3. U.S. cultural knowledge and skills 4. non-verbal communication
C. Instructional strategies meet individual student needs.	C.1 Instructors use technology, including computers, and various adult-appropriate instructional strategies, including, but not limited to, lecture, small group ,and individualized instruction designed to meet student goals and learning style needs as evidenced by documented observation reports. C. 2 All programs provide learning activities in real- life contexts to support students with their educational, employment, family, and community goals.

Curriculum and Instruction
Indicator 4
Curriculum Design

A Description of the Practices Included for Designing Curriculum

☼Designates a practice contributed by an Ohio ABLE program.

☼An Introduction to Curriculum Design .... **p. 7**
A definition of curriculum and reasons for using a written curriculum are offered. The information could be shared with staff when planning, choosing, and designing curriculum.

The Curriculum Design Process: A Look at Two Methods .... **p. 9**
This page details two approaches to curriculum design and serves as a starting point for those involved in curriculum design.

Designing a Curriculum Using Functional Levels and Benchmarks .... **p. 11**
These pages include an introduction to a detailed model of curriculum design and worksheets for use during the process.

☼ Curriculum Resource Team .... **p. 17**
This practice highlights how an ABLE curriculum team was created and the result of its work.

☼Sample ABLE Curricula .... **p. 20**
The design and table of contents from sample curricula are included. The sample curricula represent ABE, GED, and ESL levels and vary from moderate to extensive in the amount of information included. Space limitations prevent including entire curricula but contact information is available for each contributor. Also, copies of the curricula are available at each Regional Resource Center.

☼ABLE/Fast Track Collaboration .... **p. 33**
This practice details a collaboration between ABLE and a community agency that works to provide GED and life-skills instruction to students recruited by both agencies.

☼The Workforce Training Program .... **p. 35**
This practice gives an overview of a collaboration between ABLE and a number of community agencies to provide comprehensive training for Ohio Works First participants.

☼Workforce Readiness Class .... **p. 38**
This practice highlights a collaboration between ABLE and local service agencies that integrates job preparation, employability skills, and work experience into the ABLE curriculum.

☼Parents and Children Learning Together .... **p. 40**
This practice involves parents and children together in learning activities at home.

☼Kindergarten Readiness .... **p. 43**
This ABLE program practice provides a service to parents by helping them prepare their children for kindergarten.

☼ESL-ABLE Curriculum .... **p. 51**
This practice represents one way of delivering English language services.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components

Practice Title: **An Introduction to Curriculum Design**

Purpose:

- To provide background to program planners and instructors on the reasons for designing and using a written curriculum

Possible Participants:

__✓__ instructors
_____ students
_____ support staff
__✓__ program director
__✓__ program coordinator
_____ other (specify)
_____ stakeholders
__✓__ tutors/volunteers

Materials:

An Introduction to Curriculum Design, p. 8

When to Use:

Introduce at any staff meeting as a beginning to curriculum review and design or as a periodical review to check the alignment of the curriculum with ODE/ABLE standards.

Documentation Methods:

Copies of the curricula are available at each program site.

Other Considerations:

Resource Centers will provide assistance in developing the curriculum.

Impact:

- Program planners and instructors will have a better idea of why a written curriculum is a useful tool in delivering effective ABLE services to students.

Adapted from:

(Aronoff-Jones1998)

Note: No Implementation page is included for this practice.

An Introduction to Curriculum Design

Curriculum:

A written system of objectives, resources, and activities purposefully gathered to guide an educational experience. (As defined in the ABLE Resource Packet, February, 1999)

The Adult Basic and Literacy Education Department of Ohio requires ABLE programs to prepare and use a written curriculum. In addition to guiding instruction, the written curriculum encourages documentation of the learning process.

Reasons for using a written curriculum include:

- Learning objectives can be presented in an organized sequence.
- Learning activities can be clarified for students and staff.
- The learning system can be adopted program wide.
- Staff, especially beginning teachers, will have a blueprint to follow.
- Review and selection of appropriate materials can be encouraged.
- New students can use the information upon entering the program.
- Use of a variety of instructional strategies can be encouraged.
- Administrators and program staff can use the curriculum as a method for determining program effectiveness.

Deciding what skills need to be taught and the best resources for doing that is a major task for ABLE program staff. Making those decisions requires:

- An awareness of adult learning needs
- Knowledge of basic literacy and educational content
- Experience in preparing and delivering instruction in a classroom setting
- Familiarity with existing materials and resources

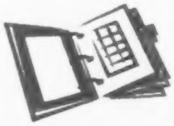
The Program Administrators' Manual, pages 103-106 introduces twelve characteristics of adult learners. Additional information about curriculum, including a life skills competencies checklist and Equipped for the Future overview, can be found in pages 109-113.

The models of the curriculum design process included with this Indicator can be used to:

- Build awareness with new staff
- Be adapted by experienced staff
- Serve as a step by step guide for writing a program's curriculum

(Aronoff-Jones, 1998, p.4)

Practice Components



Practice Title: **The Curriculum Design Process: A Look at Two Methods**

Purpose:

- To provide two beginning methods for designing curriculum that can be used by ABLE program planners

Possible Participants:

__✓__ instructors
____ students
____ support staff
__✓__ program director
__✓__ program coordinator
____ other (specify)
__✓__ stakeholders
__✓__ tutors/volunteers

Materials:

Curriculum Design Process, p. 10

When to Use:

Use in staff meetings to lay groundwork for curriculum design or review with any ABLE personnel responsible for decision making regarding curriculum and instruction.

Documentation Methods:

Curriculum discussions and decisions will be in meeting notes from staff meetings, and curricula will be available for use.

Other Considerations:

Regional Resource Centers provide assistance in designing curriculum, with materials and training available upon request.

Impact:

- Program planners have a focus for curriculum decisions and there will be a consistency in the planning process.

Adapted from:

Northwest Regional Educational Laboratory
(http://www.nwrel.org/scpd/esp/esp95 1.html 14 April 1999 page 1.)

The Curriculum Design Process: A Look at Two Methods

A written curriculum provides a road map for instructors and students. Because of its importance to the learning and teaching experience, a curriculum cannot simply be lifted from textbooks in current use. The curriculum must reflect the focus and goals of the ABLE program and be able to be adapted into the individual learning plans of each student.

Method 1

Step 1: State the program mission, philosophy, focus, or goals.

Step 2: Determine learning objectives for each skill or topic area.

Step 3: Apply the identified ABLE skill levels to the objectives.

Step 4: Place the learning objectives in order by sequence.

Step 5: Identify and list possible instructional resources such as textbooks, materials, equipment, and personnel.

Step 6: List possible teaching activities, including a variety of technologies.

Step 7: Choose formal and informal assessment strategies.

Step 8: Provide copies to all staff members.

Method 2

Step 1: Develop and prioritize learning goals and objectives based on ABLE guidelines and functioning level definitions.

Step 2: Establish timelines for units or lesson objectives.

Step 3: Identify instructional resources and match them to objectives and student functioning levels.

Step 4: Identify alternative resources to meeting objectives.

Step 5: Review resources for content appropriateness and modify as needed to increase their effectiveness in helping students learn.

Step 6: Arrange for availability of resources as needed by instructional staff

(Adapted from: Northwest Regional Educational Laboratory, Effective Schooling Practices: A Research Synthesis-1995 Update, p.1)

Practice Components

Practice Title: **Designing a Curriculum Using Functional Levels and Benchmarks**

Purpose:

- To provide an extensive model for designing a curriculum that includes functional levels, benchmarks, assessments, and resources

Possible Participants:

☑ instructors
☐ students
☐ support staff
☑ program director
☑ program coordinator
☐ other (specify)
☐ stakeholders
☐ tutors/volunteers

Materials:

Designing a Curriculum Using Worksheets, p. 12

When to Use:

As desired.

Documentation Methods:

A curriculum is available in each program site that details the the plan for each ABLE service area.

Other Considerations:

This method requires a heavy time investment and is best done by a team or the whole staff.

Impact:

- The ABLE program will have taken an extensive look at its mission, goals, services, and resources during the preparation of the curriculum.
- A written curriculum is provided for the program.

Adapted from:

(Aronoff-Jones, 1998)

Designing a Curriculum Using Functional Levels and Benchmarks [Worksheets Included]

Possible Implementation Methods

1. **Begin with the functional levels that are reported on the Annual Performance Report (APR) used by ABLE.**
   - Use **Identifying Services, Levels, and Subjects Worksheet**
   - Write down the service areas provided by your program.
     Examples include: Family Literacy, Pre-GED, Workplace Education, ESL.
   - Write down APR Levels served within each service area.
   - Write down any sub-levels used to further organize your classes.
   - Write down each subject taught. Subject areas are broad–Math, Workforce Readiness, English Conversation.

2. **Determine the topical areas that fall under the subjects identified in step 1.**
   - Use the **Topical Webbing and Subject/Topic Area Worksheets**.
   - Complete an analysis of each subject area to determine topical areas. Example: Math is divided into whole numbers, fractions, decimals. (Refer to Topical Webbing Sample.)
   - Sample topical areas are available in commercial textbooks. Use these for references adjusting topical areas based on individual program offerings.

3. **Identify Benchmarks and Assessments**
   Benchmarks are a fixed point of reference against which a student's knowledge and skills or a program's service delivery is assessed. They place a priority on measuring results rather than efforts. For example: If the concept is adding fractions, the benchmark would be successfully demonstrating the addition of fractions. Some of this information will be available in the texts and workbooks used in ABLE classrooms.
   - Use the **Benchmark and Assessment Worksheet**.
   - Determine the level of acceptable topical area performance for each function level served in your ABLE program to establish your benchmarks.
   - Determine assessment methods for measuring achievement.
   - Choose and use a variety of assessment methods for measuring and documenting student performance.

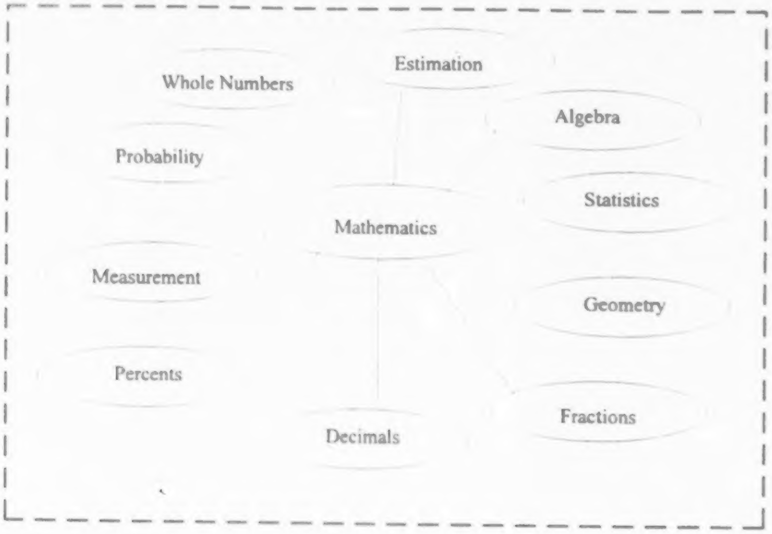
4. **Select Materials and Resources by topic area.**
   - Use **Materials and Resources Worksheet**.
   - Include a variety of sources to allow flexibility in instruction and personalization for individual learning plans.

Identifying Services, Levels, and Subjects: Worksheet for ABLE Programs

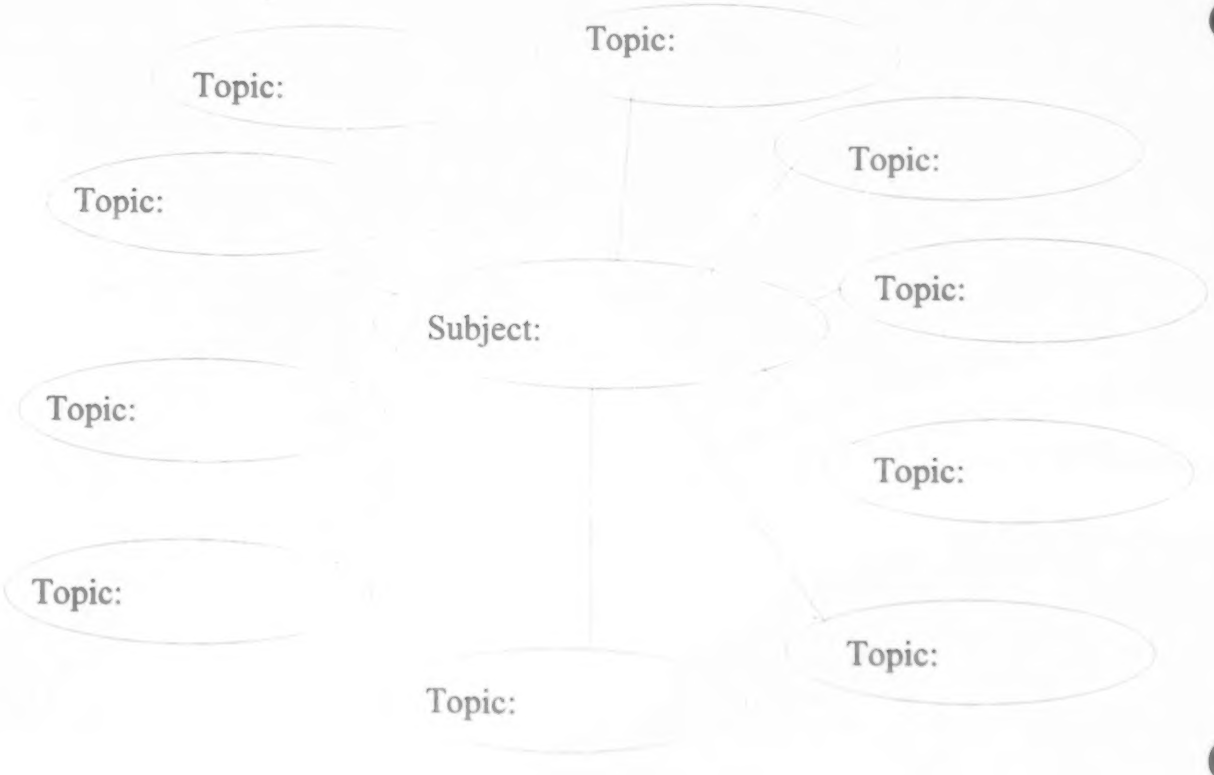
Service Area	APR Level	Sub-Level	Subject Area

Topical Webbing Activity

Example:


Whole Numbers
Estimation
Algebra
Probability
Statistics
Mathematics
Measurement
Geometry
Percents
Fractions
Decimals

Worksheet:


Topic:
Topic:
Topic:
Topic:
Topic:
Subject:
Topic:
Topic:
Topic:
Topic:
Topic:

Benchmark and Assessment Worksheet

Subject	Topic	Benchmarks	Assessments

Materials and Resources Worksheet			
Subject	**Topic**	**Materials**	**Resources**

Practice Components

Practice Title: **Curriculum Resource Team**

Purpose:

- To build capacity in curriculum areas
- To improve instructors' team teaching skills

Possible Participants:

__✓__ instructors
_____ students
_____ support staff
__✓__ program director
__✓__ program coordinator
_____ other (specify)
_____ stakeholders
__✓__ tutors/volunteers

Materials:
Samples of Curriculum team Topics, p. 19

When to Use:
Any time.

Documentation Methods:
Units are kept in a 3-ring binder available to all instructors.

Other Considerations:
Team members were paid for 10 hours as a compensation for additional efforts.

Impact:

- The curriculum units are used by all instructors.
- The curriculum units are complete, ready to use packages.

Contributed by:

ABLE Staff/Resource Teams
Ashtabula County ABLE
440-576-6015

Curriculum Resource Teams

Possible Implementation Methods

The following directions were suggested by the contributor.

1. The program director selects instructors based on their skills and interests to serve as a resource team
2. Resource team members are paid for participation as there are additional meetings outside of regular assignments.
3. Teams participate in an overview meeting where the purpose and plan for the team is presented.
4. The team selects topics and prepares lesson plans.
5. The lesson plans contain pre/post tests (if applicable), the lesson, handouts, resources, and suggested follow-up.
6. Final products (and diskettes) are placed in a 3-ring binder.
7. The final products are presented to colleagues at a staff meeting or on-site in classrooms.
8. Available topics are:

   ~Resource and Referral
   ~Health and Wellness
   ~Basic Computer Training (12 hour course...just for beginners!)
   ~Communications (Job Readiness/Entry Level Office Jobs/Senior Aides/Office Aides)
   ~English Over Easy (Adult Refresher Course/English Basic Skills)
   ~Emergency Spanish
   ~Learning to Use Calculators

Sample Curriculum Team Topics I
Resource and Referrals

Prepare units/sessions to be presented at ABLE classes: Minimum of four topics/sessions

Include issues about:

- School counseling services
- Special needs children/referrals/resources
- Kindergarten registration/parent-teacher conferences
- Meeting with your children's teachers
- Suspensions/expulsions/Saturday school, etc.
- Resources/additional guest speakers, etc.
- Homework/high school course selection
- Higher education options (ACJVS/KSUAC/others)

- Community counseling services
- Battered women
- Drug and alcohol abuse
- Homesafe
- Children services
- Where to go/who to call/resources, etc.
- Resource directory

- Job counseling
- Transition center/information and services
- OBES/JTPA/Goodwill/VA, etc.
- Where to go/who to call/resources, etc.

Sample Curriculum Team Topics II
Curriculum Team
Health and Wellness

Prepare units/session to be presented at ABLE classes: Minimum of four topics/session

Include issues about:

- Immunizations
- Child health issues
- Choosing a doctor/doctor appointments/free clinics
- Women's health issues
- Diet/healthy foods
- Nutrition
- Exercise
- Other issues

Practice Components

Practice Title: **ABLE Program Curriculum**

Purpose:

- To have a written curriculum for ABLE programs to use in meeting student educational needs

Possible Participants:

- ✓ instructors
- ✓ students
- ✓ support staff
- ✓ program director
- ✓ program coordinator
- ☐ other (specify)
- ✓ stakeholders
- ✓ tutors/volunteers

Materials:
Sample Content, p. 21

When to Use:
When officially adopted by the program.

Documentation Methods:
Assessment methods and benchmarks are included.

Other Considerations:
None provided.

Impact:

- Instructors have a consistent and organized guide for delivering instruction.
- Program has an organized curriculum for all instruction and service levels.

Contributed by:

Community Action Committee of Pike County, Inc.
Ray Roberts, Executive Director
Rita Moore, Director
Wayne Beasley, Educational Coordinator
Kim Bruce, Instructional Aide
740-2371 Ext. 160

ABLE Program Curriculum

Sample Contents

Cover Page:	Lists personnel, days of operation, instructional levels and service areas for the Community Action Council ABLE program.
Program Description:	The narrative provides information about learning levels, curriculum, instructional strategies, enrollment and referral procedures, and the process for transfer and follow-up at Vern Riffe Joint Vocational School ABLE program.
Individual Sections:	Basic Literacy Skills : math, reading writing, history, science Life-Skills Employability Skills Appalachian Culture

Sample Section:

Service Area	Reporting Level	Subject Area	Topics	Materials & Resources	Assessments	Benchmarks
1	B	Reading	Parts of speech, oral language skills, word recall, comprehension skills	Communication for today-B4,B5 Reading for Today-B3,B4, B5	Unit 1, pp14-16,22-24,30-32,38-40....	Uses oral language skills, phonic sounds, sight word recall, and comprehension skills with 80% efficiency.

Practice Components

Practice Title: **Creating a Curriculum Guide/A Course of Study**

Purpose:

- To ensure that all instructors are presenting the same materials
- To create a curriculum that follows ODE ABLE program goals and objectives and the state model curriculum used in K-12 programs

Possible Participants:

☑ instructors
☐ students
☐ support staff
☑ program director
☑ program coordinator
☐ other (specify)
☐ stakeholders
☐ tutors/volunteers

Materials:
Table of Contents, p. 24

When to Use:
Updated every 5 years with smaller revisions occurring as needed.

Documentation Methods:
All assessment results are recorded by instructors. The Curriculum Guide is available to all instructors.

Other Considerations:
Knowledge of the K-12 state model, ABLE program goals, and proficiency testing requirements is helpful. A copy is available at Central/Southeast Regional Resource Center.

Impact:

- The course of study has resulted in a more uniform program that is easily monitored by the director.
- Instructors feel that the course of study provides a way of tracking available resources and helps to identify additional materials needed.

Contributed by:

David Beavers
Nancy Moshtaghi
Rebecca Ohlinger
Pickaway County Education Services Center and ABLE
740-477-2927

Creating a Curriculum Guide/A Course of Study

Possible Implementation Methods

The following is an overview of the course of study used in the Pickaway County ABLE Program.

- The Curriculum Guide began with a study of each discipline. Then instructional objectives were written. These objectives were based on the state model and the learning outcomes established for the proficiency test.

  Example: GED objectives were the same as those needed by high school students.

- The curriculum is divided into six categories:

  ~ Language Arts
  ~ Mathematics
  ~ Science
  ~ Social Studies
  ~ JOBS
  ~ GED

- Each category is developed in the following manner:

  Program Goal: Program will enable—

  ~ A general statement listing knowledge and process students will be able to develop and use.

  Program Objective: Students will be provided the opportunity to—

  ~ A statement about opportunities students will be given to develop items from those listed in the goal.

  Instructional Objective: The students will be able to—

  ~ A list of specific behaviors that a student will be able to demonstrate (after instruction) to meet the program objective.

ABLE
Pickaway County—Course of Study

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County Philosophy of Education 4

County Educational Goals 5

ABLE Program Philosophy 6

ABLE Program Goals 7

Language Arts Instructional Objectives 8

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Mathematics Instructional Objectives 23

Science Instructional Objectives 32

Social Studies Instructional Objectives 38

JOBS Instructional objectives 46

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  Intervention 63

  Holistic Scoring for Writing 64

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  The GED Test 70

  Educational Counseling 71

ABLE and GED Forms 72

Practice Components

Practice Title: **English as a Second Language: A Course Description and Curriculum Guide**

Purpose:

- To provide program instructors with an organized curriculum for ESL instruction

Possible Participants:

✓ instructors
☐ students
☐ support staff
✓ program director
✓ program coordinator
☐ other (specify)
☐ stakeholders
✓ tutors/volunteers

Materials:

Grammar Sample, p. 27
Materials Sample, p. 28

When to Use:

When providing English as a Second Language instructional services.

Documentation Methods:

Checklists are completed.

Other Considerations:

Each site has a copy of the curriculum guide.

Impact:

- ESL instructors have a guide for making instructional decisions.

Contributed by:

Gloria Gillette
Northeast Regional Resource Center
216-261-7076

English as a Second Language—A Course Description and Curriculum Guide

This English as a Second Language guide addresses Levels I, II, and III. The following is provided for each level:

- Level number
- The purpose of the class
- The target group
- The goals of the class (which skill areas will be introduced)
- A description of the class (how students enter and progress, materials used, and possible need for tutor)
- A statement about the assessment and evaluation policy
- Levels II and III also list specific materials to be used

ESL Curriculum Guide and Objectives
Section I: Grammar and Language Structure for all Levels

A. Verbs	Introduce	Review and Expand	Checklist
1. Simple Present			
Regular	I	II, III, IV	______
Irregular	I	II, III, IV	______
Affirmative	I	II, III, IV	______
Negative	I	II, III, IV	______
Questions (do, does plus simple verb)	I	II, III, IV	______
Yes–no answers to questions	I	II, III, IV	______
2. Present–to be			
Affirmative	I	II, III, IV	
Negative	I	II, III, IV	______
Contractions with affirmative negative	I	II, III, IV	______
Questions	I	II, III, IV	______
Yes–no answers to questions	I	II, III, IV	______
Use with subject pronouns	I	II, III, IV	______
There is/there are	I	II, III, IV	______
3. Imperatives			
Affirmative commands	I		______
Negative commands	I		______
Polite imperatives	I		______
4. Simple Past			
Regular	II	III	______
Irregular	II	III	______
Affirmative	II	III	______
Negative	II	III	______
Questions	II	III	______
5. Present, Progressive (continuous)			
Affirmative	I	II, III	______
Negative	I	II, III	______

Level 1 - Book 1   Level 2 = Book 2 (possibly Book 3)   Level 3 = Books 3 and 4

Section II–Supplementary Materials
ESL 1

Part I–Basic Literacy/Survival Skills

Checklist

A. Alphabet ____________

B. Numbers ____________
  1. Cardinal ____________
  2. Ordinal ____________

C. Colors ____________
D. Who are you (identification) ____________
E. How are you ____________
F. Days ____________
H. Seasons ____________
I. Weather ____________
J. Time ____________
K. Family ____________
L. Money ____________
    Names ____________
    Denominations ____________
    Making change ____________
M. Food ____________
    Fruit ____________
    Vegetables ____________
    Meat ____________
    Drinks ____________
    Containers ____________
N. Household vocabulary ____________
    Rooms ____________
    Furniture ____________
    Appliances ____________
    Activities ____________
O. Clothing ____________
    Vocabulary ____________
    Sizes ____________
P. Animals ____________
    Domestic ____________
    Wild ____________
Q. Measure ____________
R. Math terms ____________

Practice Components

Practice Title: **ESL Curriculum Guide**

Purpose:

- To provide a curriculum and curriculum materials for teachers to use in all ESL program levels

Possible Participants:

☑ instructors
☐ students
☐ support staff
☐ program director
☑ program coordinator
☐ other (specify)
☐ stakeholders
☑ tutors/volunteers

Materials:
Table of Contents, p. 30

When to Use:
When providing ESL services.

Documentation Methods:
Assessments reflect that students are assigned to proper levels and are meeting benchmarks and progressing to the next level. Scores are recorded.

Other Considerations:
Improved retention rates indicate proper placement and materials impact persistence and progress.

Impact:

- The staff has increased direction in how to provide instruction, choose and use materials, and assess students.
- The students benefit because they are correctly placed within the program's curricula.

Contributed by:

Mary Kay Chambers, Peggy Gregory
Jeanne Olsen, Susan Sheehan
Parma Community Education, ABLE & ESL Program
440-885-8339

ESL Curriculum Guide

Possible Implementation Methods

The following directions were suggested by the contributor.

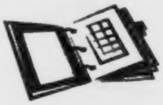
The ESL Curriculum Guide contains the following:

- Preface: The purpose for the guide and an overview of how ABLE ESL classes are arranged and the basis of instruction.
- Program Direction: The mission statement and the program goals.
- ESL Descriptors: A description of ESL levels developed by the Parma ABLE ESL Curriculum Committee.
- Program Level Correlation Chart: A correlation of levels by description, assessment, and form.
- Curriculum Samples: Examples of materials/lessons presented in ESL programming at Parma.
- Curriculum Materials: A listing of effective lessons for use with ESL students.
- Appendix: SCANS and CASAS skill levels and competencies.

Table of Contents

Preface
Mission Statement/Goals
ESL Levels Descriptors
Assessment
Program Levels Correlation Chart
Curriculum Guide Samples
Curriculum Materials
Appendix
    SCANS Document
    CASAS Document

Practice Components



Practice Title: **ABLE/GED Curriculum Guide**

Purpose:

- To provide a curriculum for teachers to use in all the ABE/GED programs

Possible Participants:

✓ instructors
_____ students
_____ support staff
_____ program director
✓ program coordinator
_____ other (specify)
_____ stakeholders
✓ tutors/volunteers

Materials:
Sample Contents, p. 32

When to Use:
Whenever ABE or GED instruction is provided.

Documentation Methods:
Written guide is available to program staff.

Other Considerations:
The Curriculum Guide is based on the information provided in the Contemporary GED series.

Impact:

- The staff has increased direction in how to design and provide instruction for ABE and GED students.

Contributed by:

Laura Hayes, Sara Ledford
Joan Quayle, Susan Sheehan, and Joe Taylor
Parma Community Education & ABLE Program
440-885-8339

ABE/GED Curriculum Guide

Possible Implementation Methods

The following directions were suggested by the contributor.

The ABE Curriculum Guide contains:

- A mission statement regarding adult learners seeking basic skills and competencies.
- Program goals stating a process for fulfilling the mission.
- A listing of foundational skills for Level L-Literacy (0-1.9) and Level E-Easy (1.9-3.9) and suggested topics for teaching those skills.

The Pre-GED/GED Curriculum Guide contains:

- A mission statement regarding adult learners seeking to master the competencies needed to pass the GED test.
- A listing of foundation skills and core knowledge and evaluation needed in the five GED topic areas are provided based on those items identified in the Contemporary Pre-GED and GED book series.
- The GED Guide lists handouts used as reference materials:

  1. Other GED textbook series
  2. Newspaper and magazine articles
  3. Weather maps, diagrams, and charts
  4. Political cartoons
  5. Editorials
  6. Recipes

- Local GED assessment procedures are also provided.

Practice Components

Practice Title: **ABLE/Fast Track Collaboration**

Purpose:

- To provide a quick and effective way for students to improve life skills and earn a GED
- To create a collaboration blending staff and resources to deliver academic and job training services

Possible Participants:

✓ instructors
✓ students
support staff
✓ program director
✓ program coordinator
✓ other (specify)
Employment Trainer Job Recruiter
✓ stakeholders
tutors/volunteers

Materials:

None provided.

When to Use:

As determined by collaborative partners.

Documentation Methods:

Information is shared between agencies at regularly scheduled meetings. Pre- and post-test scores, certificates, and a completed job portfolio are evidence of success.

Other Considerations:

The additional cost to each program is minimal since the collaboration shares the mission of serving students and using existing resources and staff.

Impact:

- Both agencies recruit students and work together toward recruitment and retention.
- Attendance is part of Fast Track job training; consequently, all students maintain excellent attendance because they feel they belong to the group and have personal responsibility to it.
- The marketability of career employment and education is improved.

Contributed by:

Nancy Ritchey
Dayton Pubic Schools ABLE
937-222-7213

Michael Sullivan
St. Vincent DePaul Hotel, Inc.
Fast Track Administrator

ABLE/Fast Track Collaboration

Possible Implementation Methods

This is an overview of the ABLE/Fast Track collaboration. For more details, contact the contributors.

Entry/Intake

- Both agencies recruit.
- Both agencies have their own application process that is coordinated for student use.
- All students are tested with the TABE by ABLE staff.
- Students sign a release of information sheet allowing results to be shared between the two agencies.
- Students must score at the 7th grade level in reading and commit to attendance to enter the program.
- Students identify goals and objectives and are placed academically once they have started the program.

Curriculum and Instruction

- Staff from both agencies confer regularly and consult on assignments.
- Curriculum and responsibilities have been agreed upon by both agencies.
- Combined personnel and resources enrich the curriculum.
- Students work in the computer lab using educational software.
- Students participate in individual, small, and large group instruction.
- Employment training topics are presented in the afternoon.

Program Options

- Half-day GED/Academic Program.
- Full day with GED/Academic in the morning and five weeks of afternoon sessions devoted to life skills and employment training.

Completion/Exit

- For half-day students, earning a GED is proof of completion.
- Full-day students complete TABE post-test and receive certificates of completion from ABLE and Fast Track.
- Those that successfully meet the criteria for their end portfolio earn job recommendations from Fast Track.

Practice Components

Practice Title: **Workforce Training Program**

Purpose:

- To provide comprehensive instruction and training for Ohio Works First participants
- To collaborate with other agencies to provide client services

Possible Participants:

__✓__ instructors
____ students
____ support staff

__✓__ program director
__✓__ program coordinator
__✓__ other (specify)
Social Service Advisor/Job Search Advisor

__✓__ stakeholders
____ tutors/volunteers

Materials:

Evaluation Procedure, p. 37

When to Use:

The program runs 30 hours per week for up to six months.

Documentation Methods:

Assessment results are kept in portfolios. Weekly meetings are held with ABLE and Goodwill staff where information is shared.

Other Considerations:

This is a Common Good Team collaboration that includes Wayne County DHS, Goodwill Industries, and ABLE-Wayne County Schools Career Center. A "shared information" agreement exists with the Common Good Team. A knowledge of SCANS is necessary.

Impact:

- Participants receive instruction and services based on their specific academic and vocational needs.
- The expertise utilized from other agencies has enhanced the quality of the program.
- The comprehensive services provided through collaboration have made the workforce training program unique and effective.

Contributed by:

Mary Headings
Wayne County Family Learning Center
330-262-7323

Workforce Training Program

Possible Implementation Methods

The following is an overview of the Workforce Training Program. For more details, contact the contributor.

- **Week 1**: Clients participate in an intensive 1-week personal growth Wings Workshop sponsored by the Wayne County Common Good Linkage team. Purpose: Build confidence, set direction, gain focus, overcome fear.
- **Week 2**: Clients complete an academic and vocational assessment at the Wayne County Career Center. Clients participate in psychological and work evaluations of Goodwill Industries. (Students receive feedback on their results.)
- **Week 3**: Using the results from the comprehensive evaluation and assessments, a work plan is developed with each client. The collaborative team continues to meet twice monthly to review progress and needs of each participant.
- Basic skills instruction is based on SCANS competencies.
- A social service advisor serves as an advocate for the social service needs of each participant to help eliminate barriers to successful employment and self-sufficiency.
- A job search advisor provides job seeking, job acquirement, and job retention training.
- The Mental Health and Recovery Board agencies provide 15 hours of instruction on addictions and self-defeating behaviors, weekly support and education for parents of pre-adolescent and adolescent children, on-site individual counseling, and anger management.
- Even Start provides weekly family life classes, home visits each month, and three parent/child activities per week for parents of young children to take home.
- An evaluation procedure is in place (see next page).

Workforce Training Program

Evaluation Procedures

Assessment is not something that occurs periodically, but is a continuous process—an inherent part of instruction. Assessment must not be done only by the instructor. To provide a program that is learner-centered, participatory, and collaborative, the learner must be actively involved in the assessment process. To prepare learners to function independently on the job, the instructor must develop an atmosphere of self-reliance in evaluating individual performance. The methods of collecting data will include competency/performance-based assessment and portfolio assessment. Evaluation of achievement in individual progress portfolios will be documented with records of learning gains included.

Diagnostic tools include:

TABE 8
Adult Learner Stress Survey
Barsch Learning Styles Inventory
Career Interest Inventory
PowerPath
Values Inventory
Mental Health Assessment
WCSCC Career Assessment

Progress tools include:

Individual Education Plan (IEP)
Work Force Development Plan (WDP)
Employability Skills Competencies
Official Practice Tests
Alternative Assessment
Proficiencies by Subject
Essay Writing
Journal Writing

Accountability tools include:

TABE 8
Career Portfolio
GED Exam
Student Portfolio

A weekly meeting between staff and each participant will document their progress and facilitate goal setting. Program evaluation will be based on a participant's progress and portfolio assessment.

Practice Components

Practice Title: **Workforce Readiness Class**

Purpose:

- Assist learners in gaining a better understanding of their work ethics and their goals after ABLE
- To integrate job preparation, employability skills, job retention issues, and life skills into ABLE curriculum

Possible Participants:

✓ instructors
✓ students
☐ support staff
☐ program director
☐ program coordinator
✓ other (specify)
Job Coach
✓ stakeholders
✓ tutors/volunteers

Materials:

None provided.

When to Use:

Students have 30 days to complete the Workforce Readiness program.

Documentation Methods:

Attendance (clocking in) tracked by spreadsheet given to case worker. Participants receive a Career Passport.

Other Considerations:

Students do 34 hours of job search and work 24 hours at a job site concurrent with the month of classroom work. Sites should have a computer with Internet, video camera, VCR, and job retention/job preparation curricula.

Impact:

- Closer working relationships are established between ABLE and community social agencies and schools.
- The class is a good recruitment tool.
- The class has positively impacted retention and served as an impetus for students to continue in ABLE and get a GED.
- The class helps some students become employed and others retain employment.

Contributed by:

Joe McGowan
Athens County DHS
740-797-2523

Workforce Readiness Class

Possible Implementation Methods

The following directions were suggested by the contributor.

- Provide guided opportunities for clients to prepare for entrance into the workforce and/or to be productive workers at their current employment.

- Use a clock-in method for tracking attendance and document results in a spreadsheet to be kept by instructor/case worker/student.

- During the month, students attend 64 hours of classroom work, spend 64 hours in class, 34 hours doing job search, and 24 hours working at a job site.

- Workforce readiness curricula should include:

  ~Setting long- and short-term goals
  ~Resume writing
  ~Customer service skills
  ~Work appropriate attire and behaviors
  ~Conflict resolution strategies
  ~Sexual harassment workplace policies
  ~Decision-making skills
  ~Conducting job search (including Internet, newspaper)
  ~Interpreting and completing job forms (i.e., civil service)

- Videotape mock job interviews and use to make improvements in style and to increase student confidence.

- Provide a Career Passport for students to fill with their workplace readiness accomplishments, including a finished resume, a certificate of achievement, and a list of topics discussed in the month-long class.

Practice Components

Practice Title: **Parents and Children Learning Together: A Family Literacy Activity**

Purpose:

- To address work related topics in ways that will benefit parents and children

Possible Participants:

☑ instructors
☑ students
☐ support staff
☐ program director
☐ program coordinator
☐ other (specify)
Parents
☐ stakeholders
☑ tutors/volunteers

Materials:
Sample Bookbags, p. 42

When to Use:
Ongoing.

Documentation Methods:
The number of bookbags borrowed is recorded.

Other Considerations:
Bookbags containing simple activities that can be done at home by parents and children are taken home and returned.

Impact:

- Children are being introduced to ideas about work and occupations.
- The staff has more resources available.
- The ideas and activities about work and occupations serve as a reinforcement for parents too.

Contributed by:

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Parents and Children Learning Together: A Family Literacy Activity

Possible Implementation Methods

The following directions were suggested by the contributor.

- Staff determined topics about work that could be introduced to children such as

  ~Work ethic
  ~Occupations
  ~Day care
  ~Morning routines
  ~Bedtime routines
  ~Separation anxiety

- Staff researched children's literature to find books that discuss or illustrate the selected topics. The focus was literature appropriate for pre-school age children.
- Staff identified simple activities that could accompany the reading of the story.
- Staff assembled take home bookbags for parents to borrow.

Sample Bookbags

Title: *The Napping House—Wood, Audrey*

Concept: Sequencing—largest to smallest
Materials: Flannel board, bed, grandma, baby, dog, cat, mouse, flea

Story Extension: Let your child retell the story with the flannel board.
Put the objects in order from largest to smallest.
Ask the child what happened when the flea jumped.
Ask if they could stack these with the flea first, smallest to largest first.

Title: *Time for Bed—Fox, mem*

Concept: Animal recognition
Materials: Animal recognition cards

Story Extension: Talk about animals
Name animals

Title: *Rosie Rabbit Goes to Preschool—Yee, Patrick*

Concept: Shapes, matching, counting
Materials: Lids, blocks, numerals

Story Extension: Make shape stencils
Count blocks
Stack blocks
Count two blocks, put on two
Talk about school being fun, help child think about what do to at school

Title: *Fire Engines—Anne Rockwell*

Concept: Matching Colors and Shapes
Materials: Fire Engine Folder Game

Story Extensions: Have your child match the fire engines by colors and sizes.
Ask your child to tell you what Barney and P.J. saw at the fire station.
Talk about what to do in case of a fire. Hold a fire drill with your child.

Title: *Work Song—Gary Paulsen*

Concept: Matching, counting
Materials: Play tools, counting cards

Story Extension: As you read the story, talk with your child about what job the person is doing.
Let the child match objects from the bookbag to jobs in the book. Match the hammer to the carpenter, for example.
Let your child count each group of objects on the counting cards.

Practice Components

Practice Title: **Kindergarten Readiness Program: A Family Component**

Purpose:

- To provide a service for families
- To acquaint parents with the skills needed for kindergarten
- To acquaint children (ages 4 to 5) with readiness skills

Possible Participants:

✓ instructors
____ students
____ support staff
✓ program director
✓ program coordinator
✓ other (specify)
Parents
____ stakeholders
____ tutors/volunteers

Materials:

Beginning Survey, p. 47
Skills Checklist, p. 48
Materials List, p. 49
Final Survey, p. 50

When to Use:

Offered January-March; sometimes a fall class.

Documentation Methods:

Pre and post surveys and a readiness checklist for each child are completed by parents.

Other Considerations:

An ABLE instructor with Montessori and kindergarten teaching experience leads the class.

Impact:

- The Kindergarten Readiness program, a Family Literacy Component, gives the opportunity to directly affect adults in their roles as parents.
- Parents appreciate the opportunity to see their children working with a teacher and other children their age.
- Parents say that they can see how easy it would be to do the same skills-building activities at home and are now spending more time reading to their children.

Contributed by:

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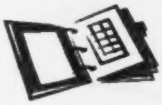

Kindergarten Readiness Program: A Family Component

Possible Implementation Methods

Additional Program Objectives:

- To assist parents in learning positive interactions with their children while developing school readiness
- To instruct parents on how to help their children develop good habits
- To inform the parents of the importance of developing good oral language skills and sharing ways to help them develop these skills
- To introduce children to a school environment
- To develop readiness for reading and math concepts
- To strengthen large motor control
- To build small motor control
- To introduce good readiness materials that could be purchased at a teacher's store
- To introduce parents to some Montessori materials and concepts

Program Orientation/Parents or Designated Adult

- Mandatory meetings are held in the two weeks before the Readiness Class begins.
- Any adult who plans to accompany the child to any of the Readiness Class sessions must attend both meetings (three hours per meeting).
- Parents complete a survey asking about their knowledge of the skills needed for kindergarten.
- Required kindergarten skills are presented and demonstrated with an explanation for the purpose and educational value of each.
- Positive approaches for helping children achieve success in school are given.
- Parents receive and complete a skills checklist delineating skill readiness in math, reading, small motor, large motor, and social development. This checklist is repeated at the end of the readiness program. **This form must reflect the requirements of the local school district. Adapt as needed.**

Kindergarten Readiness Program

Sample Schedule

Each session begins with a group lesson and demonstration of materials. Children learn to sit quietly on the floor in a circle and to raise their hands for questions and answers. Our group times are used for presenting new materials and concepts, reading stories, and developing oral language skills.

9:20- 9:30	Children and parents arrive and form circle on the gym floor.
9:30- 9:50	Attendance, groups lessons and demonstrations, parents complete day's forms
9:50-10:00	Large motor activity for children
10:00-10:20	Additional lessons and demonstrations with children participating
10:20-10:30	Parents and children do large motor activity together–bean bag tossing game and song
10:30-11:15	Children choose work and sit with parents to complete work. Parents encourage, instruct, and participate when appropriate. Parents will help children develop a sense of pride and accomplishment in their work.
11:15-11:20	Clean up time
11:20-11:30	Children return to a large circle where a story is read; dismissal

Readiness Program/First Meeting—Children

Lesson 1

- Much of the time is devoted to explaining procedures to the children.
- The first emphasis is to introduce math concepts and materials. Children are taught to count, identify numbers in a set, and understand sequence in numbers.
- The second emphasis is on organization and neatness in using the materials, a first step in teaching respect for school property.

Lesson 2

- This lesson introduces several small motor activities.
- Children are shown how to handle the materials carefully and use them to learn concepts.
- Activities may include: cutting, tracing and cutting, cutting and pasting, sorting, lacing, stringing beads and counters, tracing the metal insets, tracing sand paper numbers and letters with fingers, pouring rice (a favorite!), and writing letters and numbers (optional).

Lesson 3

- This lesson focuses on developing and strengthening oral language skills.
- An interesting picture is shared and children are asked to share what they think is happening in the picture and to predict what might happen next.
- Individuality is stressed by accepting all answers—no right or wrong.

Readiness Program/First Meeting—Children

Work Time

- Children choose from the demonstrated materials, carry it to their rug on the floor, and complete the activity with their parent's help.

Readiness Program/Second Meeting—Children

Lesson 1:	Repeat Lesson 3 from Session 1
Lesson 2:	Introduce the balance beam to help strengthen large muscle control.
Lesson 3:	Introduce reading readiness materials focusing on the sequence of the letters in the alphabet and making beginning letters and associations. Practice language concepts: matching opposites, using color words and matching colors, and sequencing and telling a story with pictures.

Readiness Program/Remaining Sessions

Each week, three or four new activities are introduced to those already in use. Children look forward to choosing their work. Once chosen, the children and their parents move to their own space and begin working. Parents encourage completion of the activity. Once completed, the child is free to choose another activity. At holiday times, there are always patterns to trace and special cards to make: pumpkins, valentines, large eggs, turkeys, etc. The children are especially proud after they have traced, colored, and cut out a pattern by themselves.

Parents develop a realistic attitude about how their child is progressing as compared to other children of the same age. The parents and children work as a team to complete the activities. The children manipulate the materials while parents reinforce concepts and promote good work habits. Each parent has a unique way of helping his or her children but all are asked to encourage their children to be positive and productive during the class sessions.

We feel our family literacy program provides a time for good readiness instruction, helps parents guide their children more positively, and creates an opportunity for quality one-to-one parent/child interactions.

At the last session of the Readiness Class, the parents again complete a Program Survey and Skills Checklist.

Adult Basic and Literacy Education
Kindergarten Readiness Program Beginning Survey

Parent Name: ______________________________ Date: ____________

Child's Name: ______________________________

1. Do you know what skills your child needs for a successful beginning in kindergarten?
   ☐ Yes ☐ No

   Comments: ______________________________
   ____

2. Do you feel you know how to help your child prepare for school?
   ☐ Yes ☐ No

   Comments: ______________________________
   ____

3. Do you feel your child will be ready for kindergarten?
   ☐ Yes ☐ No

   Comments: ______________________________
   ____

4. How often do you read to your child?
   ☐ Once a week
   ☐ Twice a week
   ☐ Four times a week
   ☐ Other: ______________________________

Kindergarten Readiness Program—Skill Checklist

	MATH	B	E	SMALL MOTOR CONTROL	B	E	SCHOOL READINESS	B	E
1	Can count objects 0-10			Holds pencil correctly			Knows address		
2	Can count objects 10-20			Writes letters/numbers correctly			Knows parents' names		
3	Can count consecutively 1-10			Holds scissors correctly			Knows other siblings		
4	Can count consecutively 10-50			Cuts successfully			Knows right and left		
5	Can count consecutively 50-100			Colors in lines without scribbling			Names objects		
6	Can recognize numerals 0-20			Draws a man			Knows colors and names		
7	Recognizes money			Correctly places pieces in a puzzle			Names feelings and actions		
8	**SHAPES**			Can trace a figure			Raises hand when appropriate		
9	Recognizes circle, square, and triangle			Can cut on a line			Raises hand when appropriate		
10	Recognizes rectangle and oval			Can print first name			Is shy with adults		
11	Recognizes differences in shape and size			**LARGE MOTOR CONTROL**			Is able to choose work		
12	**READING READINESS**			Can toss a beanbag accurately			Completes chosen work		
13	Enjoys listening to stories			Can catch a beanbag			Is willing to share		
14	Understands same and different			Can walk on a balance beam			Concentrates for 10 minutes		
15	Can match like objects			Can switch to the other foot			Listens and follows directions		
16	Understands opposites			Can identify right/left			Listens to a story or poem		
17	Can match opposites			Can walk on a line			Uses books appropriately		
18	Can tell and sequence a story			Can walk backwards on a line			Notes details in pictures		
19	Recognizes alphabet letters			Can throw a ball into a container					
20	Knows letter-sound association			Can gallop					
21	Says whole alphabet correctly			**SCHOOL READINESS**					
22	Knows sounds of consonants			Can sit quietly in a group					
23	Differentiates consonant sounds			Pays attention to the lesson					
24	Blends letters into words			Knows phone number					

Student: ______________________ Child's Name: ______________________ Date: __________

B=Beginning of Readiness Program
E=End of Readiness Program

Materials for Kindergarten Readiness Program

Coordinator: ______________________ Instructor: ______________________

MATH

- Sets 1 to 10
  - Popsicle sticks and 10 small aluminum bread pans
  - Matching numerals and buttons
  - Matching numerals and counters
  - Matching numerals and bears

- Montessori
  - red and blue rods
  - red wooden numbers and counters
  - golden bead material

    - sets 1 to 10
    - counting by tens
    - numbers in the teens
    - introduction to base ten

READING READINESS

- Letter-sound associations
  - matching beginning letter-sound puzzles

- Montessori
  - movable alphabet
  - sandpaper letters-picture cards for matching

- Other readiness activities
  - Command cards
    - following directions
    - naming body parts

- Memory cards
  - story sequence cards
  - matching fronts to backs

- Visual discrimination activities
  - Lotto cards
    - matching opposites
    - matching colors

  - Color flip-book
  - Matching head-feet body parts of bears
  - Matching dinosaurs
  - Matching colors and shapes
  - Sorting and matching buttons

SMALL MOTOR CONTROL

- Pegboard
- Busy book
- Pouring rice
- Lids and jars
- Stringing blocks
- Stringing counters with patterns
- String beads with patterns
- Snap together blocks
- Puzzles
- Sewing cards
- Linking shapes
- Tracing insets
- Activities for cutting and pasting

LARGE MOTOR CONTROL

- Balance beam

- Command cards for balance beam
- Beanbags
- Balls
  - Nerf ball for throwing
  - small rubber ball for passing
- Small plastic trash can for a basket

Adult Basic and Literacy Education
Kindergarten Readiness Program Final Survey

Parent Name: ______________________________ Date: ____________

Child's Name: ______________________________

1. Has this class helped you to better understand what skills your child needs for kindergarten?
   - ☐ Yes
   - ☐ No

   Comments: ______________________________

2. Through attendance in this class, have you gained skills to help your child prepare for school?
   - ☐ Yes
   - ☐ No

   Comments: ______________________________

3. Did this class help you better assess whether or not your child will be ready for kindergarten?
   - ☐ Yes
   - ☐ No

   Comments: ______________________________

4. How often do you read to your child?
   - ☐ Once a week
   - ☐ Twice a week
   - ☐ Four times a week
   - ☐ Other: ______________________________

5. Will this class help you to become more involved in your child's schooling?
   - ☐ Yes
   - ☐ No

   Comments: ______________________________

Practice Components

Practice Title: **ESL-ABLE Curriculum**

Purpose:

- To provide a curriculum based on the fundamentals of English language acquisition
- To provide instructional activities utilizing speaking, listening, reading, and writing
- To give students control over their learning

Possible Participants:

✓ instructors
✓ students
____ support staff
____ program director
____ program coordinator
____ other (specify)
____ stakeholders
✓ tutors/volunteers

Materials:

Sample Welcome Letter, p. 55
12-Hour Goal Sheet, p. 57
Class Assignment and Scores Sheet, p. 58

When to Use:

When providing ESL services.

Documentation Methods:

Test results, observations recorded by teachers and volunteers in anecdotal records, and computer scores kept by instructors.

Other Considerations:

Follow-up on students no longer attending very often attests to student progress when it is learned that the student was successful in getting a job or advancing on the job.

Impact:

- Student enrollment has increased; there is a waiting list.
- Students are more in control of the learning process.
- An atmosphere for self-directed learning has been established and students use their files to record daily progress.
- The curriculum makes it easier for staff to correctly place students.

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Washington Local ESL-ABLE

Possible Implementation Methods

The following handouts, on the following pages, provide an overview of the workings of the ESL-ABLE class. For a more detailed explanation, please contact the contributors.

1. A **detailed schedule of the activities** used during the daily 3-hour class time.

2. **General Guidelines for ESL instruction** followed by the ESL program.

3. **A Welcome Letter** used on the first day at intake.

4. **New Student Assessments**.

   An oral assessment is used for beginning level students.

   A written assessment is used for an advanced student, particularly those with specific goals in mind such as wanting to improve their writing skills. Conversations with the student typically help teachers decide who should take the advanced assessment.

5. **A monthly calendar** with class meeting dates marked. Students receive two copies of the calendar; one to take home and one to keep in their folders for documentation. Students are encouraged to document their work by putting what they did and the date on the calendar.

6. **A 12-hour Goal sheet**. The sheet goes into the student folder and is used for teacher/student conferences. Instructors initially tried to review the sheets every 12 hours with each student, but it was impossible. Now they review with each student two times per month. Students need the constant review of their work and teachers can check to see if any of the goals have been missed.

7. **A Class Assignment and Scores sheet**. Students keep the sheet in their folders to log in their spelling and basal test scores.

8. **ESL Monthly Topics** These are used during the daily discussion group time.

Sample Scheduling for ESL— ABLE classes as provided by Washington Local ABLE

Class Description: Multilevel Skills

Timing: 12 hours per week—M-Th, 9-12

Schedule

9-10 AM

1. Individual use of the basal text (***New Horizons in English***, M. Walker, 1991). Students listen to tapes, read, write and self-test after completing each unit.
2. Work is self-paced and students request end of book tests (administered by teacher) when they feel they are ready to advance to the next book. *Teachers and volunteers are available for goal setting and evaluation, tutoring, and encouragement on progress. Computers are available for use and computer instruction is also offered.*

10-10:45 AM

Monday and Wednesday: Using ***Reading Fundamental through Phonics***, Berkoben & Lougheed, 1998, students participate in spelling, phonics, English language structure studies, and writing.

Tuesday and Thursday: **Citizenship Classes:** Upon request
The ESL Book Club: A student organized club with two ability level groupings.
Individual Time: Students may choose to continue studying their basal text during this time.

Teachers and volunteers are available for goal setting and evaluation, tutoring, and encouragement on progress. Computers are available for use and computer instruction is also offered.

11:00-12:00 PM Group discussion and learning activities are presented for two ability groups (beginning and intermediate/advanced) that conform to the basal text curriculum and/or the topic of the week or month (see **ESL Monthly Themes** list). The intermediate/advanced group also discuss the weekly student newspaper (***News for You***, New Reader's Press) and learn about idioms (***101 American English Idioms***, H. Collis, 1995). Equipped for the Future (EFF) activities also are incorporated for both ability levels at least twice a week.

Language Learning Strategies

General Guidelines

- Enable students to discover their own learning styles
- Show students strategies for learning which accommodate their learning style
- Encourage a student's development of the concept of lifelong learning
- Establish a caring but professional student and teacher relationship
- Tune in to student needs via intake procedures and goal-setting questionnaires
- Conduct regular interviews to determine student progress
- Use of EFF Framework as a teacher tool as well as content for student life-skill lesson activities
- Use of basal test which includes six levels of books and tapes, unit and end-of-book tests, workbooks, written and oral placement tests, and teacher manuals
- Provide conversation groups on survival topics and current issues

Strategies specific to learning styles

Visual
- Flash cards
- Games
- Cloze
- Video

Auditory
- Conversation groups
- Tapes and headsets
- Dictation
- Dialogues

Tactile/Kinesthetic
- Hands on projects
- Use of realia
- Games
- Sentence strips & word strips
- Role play

Other
- Ability grouping
- Interest groups
- Working in pairs
- Mixed level grouping
- Games of linguistic educational value
- Homework
- Outside projects
- Formal and informal testing
- Mini-courses on current topics of student concern
- Vocabulary list and dialogue activity sheets used in conjunction with monthly themes

A Sample Welcome Letter

Dear English as a Second Language Student:

Congratulations on deciding to improve your English at Washington Local School's Adult Basic Education ESL class. We are here to help you learn English. We hope you will enjoy the class. Our class meets Monday, Tuesday, Wednesday, and Thursday mornings from 9:00 a.m. until 12:00 noon. We have **no** classes on Friday.

Please bring pencils, a notebook, and a dictionary in your language translated into English.

We will work individually and in groups. We have many books and tapes for you to study to help increase your knowledge and use of the English language. All books and materials are provided for your use in class. However, they must **not** be taken from the classroom. Computer time is also available for the study of typing, reading, and English.

If there is bad weather, listen to the AM radio station WSPD 1370, or watch Channel 11 or 13 on your television. If Washington Local Schools are closed, then our class is also closed. If they say school is delayed or late to begin, you should still come to class at the regular time.

Coffee, tea, and other drinks may be brought from home for your use in our classroom. Pop is available from a machine in the school for 60 cents. Coffee, tea, and hot chocolate will be available in the room for 25 cents. There is NO SMOKING anywhere in the building or on school grounds. Use the parking lot at the side or back of school, but DO NOT block any EXITS or other CARS.

We have regular fire drills at the school. NO TALKING is an absolute requirement. The teachers will direct you on how to leave the room. If the class does not leave the building in an orderly manner, the fire marshal makes the school repeat the fire drill. Remember, the only reason we practice fire drills and tornado drills, is so no one will be injured if we really have an emergency.

Your instructors

Use on the first class meeting.

ABLE-ENGLISH AS A SECOND LANGUAGE
Monday through Thursday 9 a.m. to 12 noon

Monday	Tuesday	Wednesday	Thursday
3 ESL CLASS	4 ESL CLASS	5 ESL CLASS	6 ESL CLASS
10 ESL CLASS	11 ESL CLASS	12 ESL CLASS	13 ESL CLASS
17 ESL CLASS	18 ESL CLASS	19 ESL CLASS	20 NO CLASS Teacher Workday
24 ESL CLASS	25 ESL CLASS	26 ESL CLASS	27 LAST DAY OF ESL CLASS ***ESL Recognition Banquet*** ***6:15 p.m.*** ***School Gymnasium***

MAY 1999

Name: ______________________________

12-HOUR GOAL SHEET

1. Student Goals for Date: ______________ Student Comments:	Teacher Comments:
2. Student Goals for Date: ______________ Student Comments:	Teacher Comments:
3. Student Goals for Date: ______________ Student Comments:	Teacher Comments:
4. Student Goals for Date: ______________ Student Comments:	Teacher Comments:
5. Student Goals for Date: ______________ Student Comments:	Teacher Comments:

SAMPLE CLASS ASSIGNMENTS AND SCORES

Placement Test: ____________ Date: ____________ Score: ____________
Other Placement Tests: ________________________________

New Horizons in English 1

Unit	Score	Date	Score	Date	Spelling
Unit 1					
Unit 2					
Unit 3					
Unit 4					
Unit 5					
Unit 6					
Unit 7					
Unit 8					
Unit 9					
Unit 10					
Final					

New Horizons in English 2

Unit	Score	Date	Score	Date	Spelling
Unit 1					
Unit 2					
Unit 3					
Unit 4					
Unit 5					
Unit 6					
Unit 7					
Unit 8					
Unit 9					
Unit 10					
Final					

New Horizons in English 3

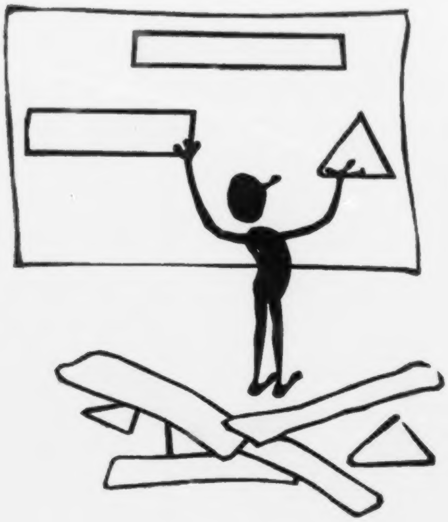
Unit	Score	Date	Score	Date	Spelling
Unit 1					
Unit 2					
Unit 3					
Unit 4					
Unit 5					
Unit 6					
Unit 7					
Unit 8					
Unit 9					
Unit 10					
Final					

1998-1999 ESL MONTHLY GROUP ACTIVITY TOPICS

SEPTEMBER	Welcome - Greetings - Introductions Parts of the body - Clothing - Numbers
OCTOBER	Food - Utensils - Money Grocery Shopping - Containers
NOVEMBER	Weather - Calendar - Seasons - Days - Months - Family
DECEMBER	Cooking - Kitchen - Dishes - Going to a Party - Holidays
JANUARY	**Introduction to EFF 3 roles and making plans** Problem solving - Goals - Planners and Calendars - Review of Days & Months
FEBRUARY	**EFF - carry out plans - bulletin board - book club** Occupations - Employee4 Skills - General Office Procedures & Supplies
MARCH	**EFF - occupations - resumes - worker activity** Newspaper - Resume - Job Interview Workplace Vocabulary
APRIL	**EFF - Restaurants (worker and family roles)** Vacations - Transportation - Car Exterior/Interior - Activities around town
MAY	**EFF - Travel - Scan Alert - Recognition Dinner** House - Yard - Garden - Tools Activities at Home - Repairs

Bold entries denote priority themes used in our ESL program's demonstration site activities for EFF this year.

ABLE - ESL - October 25, 1998



Curriculum and Instruction
Indicator 4
Choosing Instructional Strategies

A Description of the Practices Included for Instructional Design

☼Designates a practice contributed by an Ohio ABLE Program.

A Listing of Instructional Strategies .... p. 63

This practice supplies a list of commonly used instructional strategies and indicate the potential level for student involvement in each.

Learning Activities: The Need for Variety .... p. 65

This scenario from the Retention Toolbox can be used to stimulate staff discussion regarding the value and need for using a variety of instructional strategies to meet the diverse needs of ABLE learners.

☼Small Group Work .... p. 67

This practice gives basic ideas about working with small group instruction.

☼Whole Group Instructional Strategies .... p. 69

This practices describes whole group instruction using a scheduled routine.

☼A Classroom Newspaper p.72

☼An International Fair p.74

Two ideas which have proven to be good community builders among ABLE students contributed by ABLE staff members.

☼Evaluating the Learning Environment .... p. 77

Adapt the survey to fit individual program services or use as is. This process, assessing and evaluating, allows students and staff to view what happens in the classroom as a shared responsibility.

☼Student Evaluation of the ABLE Program .... p. 80

Use the evaluation form to solicit student reactions to the classroom environment. Then, review the comments with program staff by first recognizing the successes and next planning for needed changes.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components

Practice Title: **A Listing of Instructional Strategies**

Purpose:

- To facilitate instructional strategy choices based on potential for student involvement

Possible Participants:

✓ instructors
___ students
___ support staff
✓ program director
✓ program coordinator
___ other (specify)
___ stakeholders
✓ tutors/volunteers

Materials:

Instructional Strategies List, p. 64

When to Use:

Use the chart in staff discussions about meeting student instructional needs.

Documentation Methods:

Successful techniques may be noted in Individual Learning Plan as they relate to student success or in staff evaluation of classroom effectiveness.

Other Considerations:

The References and Resources page provides information about using various technologies in the classroom and how to plan instruction for all levels of students.

Impact:

- Program staff will be reminded of wide variety of existing strategies and the need to be flexible in choosing those that best meet student needs.

Adapted from:

(Cranton 1989)

A Listing of Instructional Strategies Based on the Potential for Student Involvement			
Instructional Strategy	**High**	**Low**	**Teaching Considerations**
Lecture		X	Can be used with large groups; allows very little interaction with students.
Class Discussion	X		Needs to be well planned, including time limits; encourages students to participate.
Demonstrations		X	Shows how to do or apply a skill and can reinforce information presented in another way; students usually are "watchers" but that could change with planning.
Question/Answer Session	X		Provides a way of monitoring learning; may be stressful for some students; requires structuring of questions.
Discussion Groups	X		Effective when groups are small; encourages cooperative learning; requires planning.
Group Projects	X		Encourages participation and shared responsibilities; requires organization and preplanning for feedback and evaluation.
Independent Projects	X		Students need all requirements and levels of acceptable performance in the beginning of the project so preplanning is essential; skills can be monitored during the process; students are actively participating.
Computerized Instruction		X	Requires that instructors have technology expertise; can be flexible; students working at their own pace; software should be current, adult appropriate, and well-matched to student skill level.
Instructional Modules		X	This is self-paced and flexible; offers no interaction with others; monitor to ensure that checkups or assessment really are measuring the learning.

(Adapted from Cranton, 1989, p.99)

Practice Components

Practice Title: **Learning Activities: The Need for Variety**

Purpose:

- To build ABLE staff awareness of the impact of instructional strategies in encouraging student persistence

Possible Participants:

☑ instructors
☐ students
☑ support staff
☑ program director
☑ program coordinator
☐ other (specify)
☐ stakeholders
☑ tutors/volunteers

Materials:

Learning Activities, Scenario, p. 66

When to Use:

During any staff meeting or in small group sessions.

Documentation Methods:

Student comments in conferences or on evaluations regarding the success of the instructional techniques can be noted in program files.

Other Considerations:

The Mini Retention Game prompts participants to review their classroom techniques. The winners of the game are the students in the classrooms where the game results in needed, positive instructional changes.

Impact:

- Program staff have an opportunity to discuss their choices of instructional strategies and together discuss the impact on retention.

Available at:

Retention Toolbox
Southwest ABLE Regional Resource Center
800-558-5374

Learning Activities: The Need for Variety

Directions: Consider the following scenario, placing yourself in the role of the student.

4.1 Maureen has all of her students listen to her lecture first. She tells them not to take any notes because they could get distracted and not hear what she's saying. What type of learner would this approach appeal to? What could happen to some of her students?

Possible responses might include:

- *Learners who need to write things down to acquire knowledge are at an immediate disadvantage.*
- *Maureen assumes that notetaking is a major distraction for all learners.*
- *Maureen's method eliminates any opportunity of using questioning as a way of connecting new knowledge to prior knowledge.*
- *Maureen probably hasn't thought of other techniques to provide the same information as she is comfortable with lecturing.*
- *Lecturing provides control for the instructor but ignores the student.*

If you were a student, what would you do?

What suggestions would you make to Maureen?

Practice Components

Practice Title: **Small Group Work**

Purpose:

- To incorporate group work into each class session

Possible Participants:

✓ instructors
✓ students
_____ support staff

_____ program director
_____ program coordinator
_____ other (specify)

_____ stakeholders
_____ tutors/volunteers

Materials:

None provided.

When to Use:

As desired, but be consistent.
Length of time varies based on class time allotment.

Documentation Methods:

Instructors compile lists of group activities used and send to all program staff. Instructors note improvements in skills described in the purpose.

Other Considerations:

The skills listed in the purpose cross the roles designated in Equipped for the Future (EFF)–citizen, worker, parent. For more information about small group learning, check the References and Resources section.

Impact:

- Group work provides students with different avenues for participation, opportunities to show individual strengths and gain recognition from their peers for their accomplishments.
- Students look forward to group time and staff enjoy interaction.
- Group activities build class unity and support retention.

Contributed by:

Gail Morgan
South-Western City Schools ABLE
614-870-5533

Small Group Work

Possible Implementation Methods

The following directions were suggested by the contributor.

- Schedule group time for each class.
- Time and composition of the group will vary by instructor and class situation.
- Group work focuses on topics needed by many students such as: math, writing, job preparation skills, time management.
- Skills for group work are organized using the Equipped for the Future Framework.
- Staff members to share a list of topics and methods used in group work with fellow staff.
- Arrange staff training on forming groups and conducting group activities.

Practice Components

Practice Title: **Whole Group Instructional Strategies**

Purpose:

- To engage all students in an interactive educational experience using a structured format (i.e., one room school house)

Possible Participants:

✓ instructors
✓ students
___ support staff
___ program director
___ program coordinator
___ other (specify)
___ stakeholders
___ tutors/volunteers

Materials:
Sample Schedule, p. 70
Lesson Plan, p. 71

When to Use:
As desired.

Documentation Methods:
Lesson plans can be kept in instructor or program file.

Other Considerations:
Whole group instruction is very effective for multi-level classes.

Impact:

- The retention rate is better because students like the structure and stay in class.
- The structure relieves student anxiety because the format lets them know what to expect.
- Structure encourages students to work in all areas of their educational plan.

Contributed by:

Charley Flaig
Northwest Local Schools
740-372-2812

Whole Group Instruction

Possible Implementation Methods

The following directions were suggested by the contributor.

- Divide the class period into subject areas and determine the length of time to be allotted by subject.
- Give students a class schedule upon enrollment and post one in the classroom.
- Complete daily lesson plans that include strategies meeting the three major learning styles (auditory, visual, kinesthetic/tactile).
- Vary strategies/delivery methods based on the skills being taught [The Regional Resource Centers can provide resources].

SAMPLE SCHEDULE

ABLE Program: ______________________________

Instructor: ____________________ Contact #: ____________________

Meeting Time: ____________________ Meeting Dates: ____________________

9:00- 9:30	Computer, Counseling, Questions
9:30-10:15	Math
10:15-10:25	Break
10:25-11:00	Grammar/English
11:00-11:15	Literature/Reading
11:15-11:30	Social Studies/Science
11:30-12:00	Spelling (T)/Writing (TH)
12:00-12:30	Family Lunch Time
12:30- 2:00	Computers/Parenting (T) PACT (TH)

Whole Group Instruction
Lesson Plan

Date: ____________________ **Center:** ______________________________

Math:	Go over	______________________________
	Pass out	______________________________
English:	Go over	______________________________
	Pass out	______________________________
Literature:	Go over	______________________________
	Pass out	______________________________
Social Studies:	Go over	______________________________
	Pass out	______________________________
Science:	Go over	______________________________
	Pass out	______________________________
Spelling:	Go over	______________________________
	Pass out	______________________________
Writing:	Go over	______________________________
	Pass out	______________________________
Life Skills:	Go over	______________________________
	Pass out	______________________________
Family Literacy:	Go over	______________________________
	Pass out	______________________________

Practice Components

Practice Title: **Class Newspaper**

Purpose:

- To encourage students (beginning level ABLE) to express their ideas about things important to them
- To provide opportunities for students to increase reading and writing skills and to broaden their scope of information

Possible Participants:

✓ instructors
✓ students
____ support staff
____ program director
____ program coordinator
____ other (specify)
____ stakeholders
✓ tutors/volunteers

Materials:
None provided.

When to Use:
Four times during the year.

Documentation Methods:
Completed newspaper.

Other Considerations:
The by-products of this activity (i.e., changes in behavior) may best be noted in anecdotal record form.

Impact:

- TABE scores are higher.
- "Remarkable" changes are observable in students after their stories are printed with reluctant ones "opening up."
- Students get to know each other better and that encourages better attendance.

Contributed by:

Carole Smithers
Columbus Public Schools
North Education Center
614-365-5136

Class Newspaper

Possible Implementation Methods

The following directions were suggested by the contributor.

- This activity is done with beginning level ABLE students.
- A classroom newspaper is prepared four times per year.
- Students submit stories, recipes, and poems for publishing.
- Survey questions are used for those students who are not quite ready to write a long essay. They are encouraged to turn in a few sentences. Sample questions are: What do you like to do in the [name a season]? How do you help other people?
- All students are encouraged to participate so they can see their names in print.
- The instructor writes a story highlighting a class member and emphasizing what is special about this person. [The instructor often chooses a student who is not well known or well-liked as the story often leads to a change in attitude and treatment of this student by other class members.]

Practice Components

Practice Title: **International Fair**

Purpose:

- To promote cross-cultural understanding between adult ESL students and other students in the school and community

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
✓ other (specify)
community members
✓ stakeholders
✓ tutors/volunteers

Materials:
Booth configuration, p. 76

When to Use:
As desired.

Documentation Methods:
Notes, written evaluations.

Other Considerations:
This could be simple or elaborate depending on the number of students involved and the space available.

Impact:

- The Fair created a friendly atmosphere between adult ESL students and other students and staff within the school.
- Individuals were able to plan, participate in, and showcase aspects of their cultures leading to new understandings among the ESL students.
- Visitors provided positive evaluations, including phone calls and notes.

Contributed by:

Nancy C. Brown
Columbus Public Schools-Adult ESL
614-365-5136

International Fair

Possible Implementation Methods

The following directions were suggested by the contributor.

I. Pre-planning

- Students and staff plan the Fair together.
- Considerations:

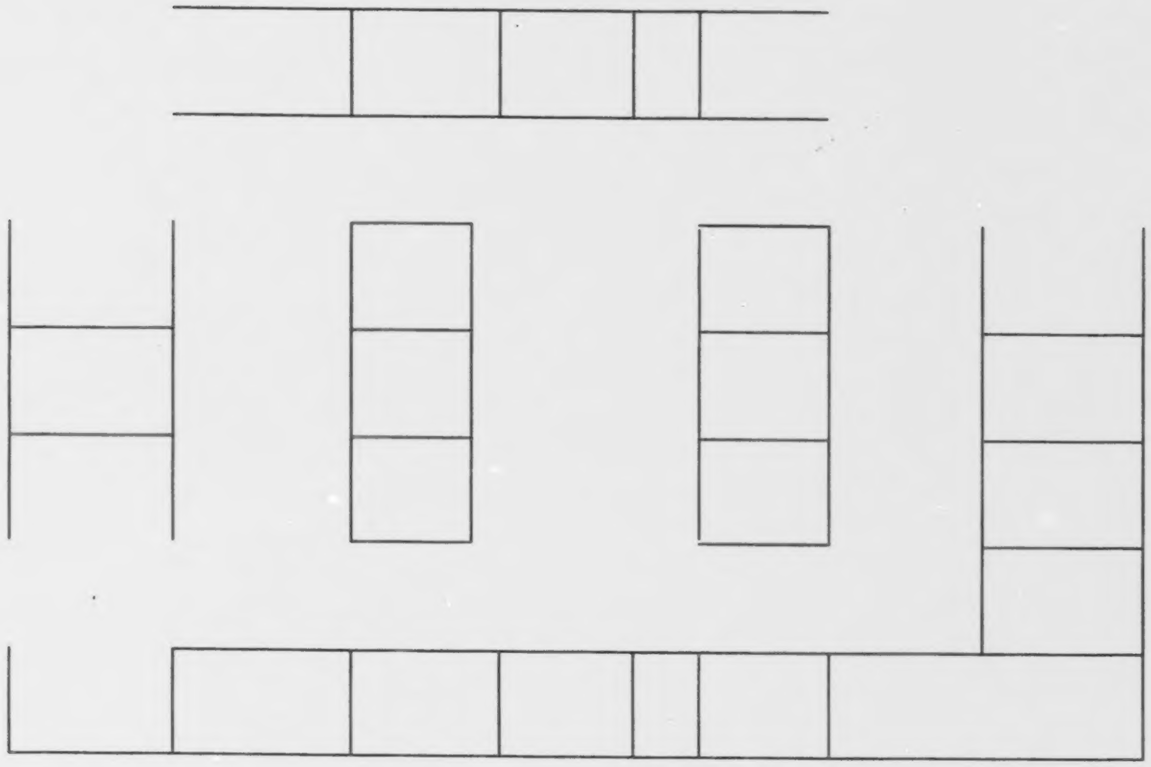
  ~Arrange for permission to use site
  ~Set date and time
  ~Rent tables, if necessary
  ~Publicize; do specialized invitations

- Establish a procedure for setting up and cleaning up.
- Encourage students to wear native dress and bring crafts and artifacts representative of their native countries.

II. The Fair Day

- A festival atmosphere is established as students represent their native countries with clothing, music, and flags..
- Students arrive early to set up.
- Individual curtained booths are set up in the designated area (gym).
- Name tags are done in native languages.
- Students demonstrate native dances, display crafts, and native foods.

GYM–General Booth Plan



International Day 1998 ESL

Note: Open spaces indicate entrances and exits.

Practice Components

Practice Title: **Evaluating the Learning Environment**

Purpose:

- To obtain feedback from students on their likes and dislikes of the learning environment, including the classroom, the instructor, and the instruction

Possible Participants:

✓ instructors
✓ students
___ support staff
✓ program director
___ program coordinator
___ other (specify)
✓ stakeholders
___ tutors/volunteers

Materials:

Learning Environment Evaluation Form, p.78

When to Use:

Administer two times per year.

Documentation Methods:

Survey results are used by program director to make program changes and by instructor to make instructional changes.

Other Considerations:

Survey questions can be adapted to fit existing program conditions.

Impact:

- Students have input into the design and workings of their learning environment.
- Program staff have written responses to use in evaluating the learning environment.

Contributed by:

Leslie Enoch
Reach 1 Program
614-292-1238

Student Evaluation
ABLE Program ________________________

Name: ______________________________ **Date:** ____________

In order to help maintain ongoing improvement of the ABLE program, please answer the following questions.

I attend ABLE classes to: (check all that apply)

☐ learn/improve my reading, writing, and/or math skills
☐ learn/improve my computer skills
☐ earn the GED diploma
☐ personal satisfaction
☐ help my grand/children with their homework
☐ help me obtain a job
☐ learn the skills necessary to move to a better job (list specific skills): ____________
☐ other, please explain: ____________

What is *most helpful* about the ABLE program?

____

What do you like *least* about the ABLE program?

____

The classroom environment is: (circle one)

Satisfactory Unsatisfactory

If you circled "unsatisfactory," please check the reason why:

☐ crowded
☐ poor lighting
☐ noisy
☐ uncomfortable furniture
☐ not clean
☐ not safe

Other: ______________________________

Program personnel help me when I need support services (services outside of class).

☐ Yes ☐ No ☐ Sometimes

If you checked "no," what services did you need that you were not helped with:

What does the instructor *do* that you would like him/her to *stop* doing?

What does the instructor *not do* that you would like him/her to *start* doing?

What does the instructor *do* that you would like him/her to *continue* doing?

Are you making progress?

☐ Yes How do you know?
☐ No Why not?
☐ Not sure Why?

What suggestions can you make to improve or change the program?

What other comments would you like to communicate?

Practice Components

Practice Title: **Student Evaluation of the ABLE Program**

Purpose:

- To obtain feedback from students regarding their satisfaction or dissatisfaction with the ABLE program for the purpose of making needed program changes

Possible Participants:

✓ instructors
✓ students
support staff
✓ program director
✓ program coordinator
other (specify)
stakeholders
tutors/volunteers

Materials:

ABLE Program Evaluation form, p. 81

When to Use:

After a minimum of 12 hours have been completed in the ABLE program.

Documentation Methods:

Keep results in Program File.
These results, if driving changes, should be referenced at staff meetings or in action plans.

Other Considerations:

Evaluation questions can be adapted to fit program concerns.

Impact:

- Students have input into the design and workings of the learning environment.
- Program staff have data to use in continuing or changing existing practices.

Contributed by:

Joyce Winters
Penta ABLE Program
419-661-6555

Student Evaluation of the
____________________ ABLE Program

Please help the ABLE program make continuous improvement by answering the following questions.

You have been a student in _______ ABLE Program for at least 12 hours.

1. Is this class meeting your expectations?

2. What classroom activities are interesting to you?

3. Are the instructors helping you accomplish your goals to your satisfaction? If so, how? If not, how could they be more helpful?

4. Did you come across any difficulties related to this class?

5. Which areas could be improved (check all that apply):

   ☐ one-on-one instruction
   ☐ small group instruction
   ☐ large group instruction
   ☐ amount of time spent individually with instructor
   ☐ types of materials available to students (books, handouts, software)
   ☐ other (please list)

Any additional comments?

Name: ______________________________ Date: ______________
(optional)

Thank you for evaluating our program. Your feelings and opinions are valuable to us.

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Correlation Chart for Indicators of Program Quality Practices

A checkmark (√) identifies the Indicator for which the practice was submitted. The (**X**) identifies other Indicators where the practice could be used.

Practice Name	Page #	Indicator						
		1	2	3	4	5	6	7
An Introduction to Curriculum Design	14-7			X	√			
The Curriculum Design Process: A Look at Two Methods	14-9			X	√			
Designing a Curriculum Based on Functional Levels and Benchmarks	14-11	X		X	√			
Curriculum Resource Team	14-17			X	√			
ABLE Program Curriculum	14-20	X		X	√			
Creating A Written Curriculum Guide/ A Course of Study	14-22	X		X	√			
ESL: A Course Description and Curriculum Guide	14-25	X		X	√			
ESL Curriculum Guide	14-29	X		X	√			
ABLE/GED Curriculum Guide	14-31	X		X	√			
ABLE Fast Track Collaboration	14-33			X	√		X	X
The Workforce Training Program	14-35	X			√		X	X
Workforce Readiness Class	14-38	X			√		X	X
Parents and Children Learning Together	14-40			X	√		X	
Kindergarten Readiness	14-43			X	√		X	X
ESL- ABLE Curriculum	14-51	X		X	√			
A Listing of Instructional Strategies	14-63				√	X		
Learning Activities: The Need for Variety	14-65			X	√	X		

Correlation Chart for Indicators of Program Quality Practices

A checkmark (√) identifies the Indicator for which the practice was submitted. The (**X**) identifies other Indicators where the practice could be used.

Practice Name	**Page #**	**Indicator**						
		1	**2**	**3**	**4**	**5**	**6**	**7**
Small Group Work	14-67				√	X		
Whole Group Instructional Strategies	14-69				√			
A Classroom Newspaper	14-72	X			√			X
An International Fair	14-74			X	√		X	X
Evaluating the Learning Environment	14-77	X	X		√			
Student Evaluation of the ABLE Program	14-80			X	√			

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Professional Development
Indicator 5

A Module in the
Indicators of Program Quality
Resource Guide

Professional Development

Contents

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Documenting Staff Participation 9

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Correlation Chart 24

5.0 Professional Development
Program has an ongoing professional development process that is linked to a professional development plan which supports program and/or organizational goals.

An Overview: Professional Development

> *The adult education field must consider a process for determining the effectiveness of its instructional staff as part of overall program effectiveness. The adoption of competencies offers a next step in improving program quality and professionalization.* (Webb, 1997, p.5)

Professional development of local program staff enhances the quality of program services. Although professional development does not guarantee better services to participants, "There is adequate reason to believe that involvement in learning activities and interactions with individuals who are willing to explore issues leads to enhanced learning and changed performance." (Galbraith and Zelnak, 1989, p. 127). This enhancement of services is important for the student, the program, and the local community. Students benefit because program staff are better able to address their needs. The local program benefits because the staff are better prepared to assist the program in achieving the Core Indicators of Performance. The local community benefits because the staff of the local program can better address the unique needs of the community.

Indicator 5 focuses on identifying staff development needs and documenting the participation in appropriate activities. This section (Professional Development) focuses on methods for documenting staff participation with a brief introduction to the process of identifying needs. The contents have been divided into the following:

Accessing Professional Development Information
Documenting Staff Participation

5.0 Professional Development

Professional Development 5.0 Program has an ongoing professional development process that is linked to a professional development plan which supports program and/or organizational goals.	
A. Program determines individual and program professional development needs.	A. 1 All staff that support ABLE activities will complete a professional development needs assessment annually, as evidenced by documentation on file. A. 2 All ABLE paid staff will have a completed Individual Professional Development Plan (IPDP) provided by ODE on file for each program year. A. 3 Program administration summarizes IPDPs to generate a Program Professional Development Plan (PPDP) and submits to ODE and the ABLE Regional Resource Center annually.
B. Staff participate in professional development activities to meet program goals.	B.1 All staff participate in professional development activities to meet the Professional Development assurances as evidenced by documentation on file. B.2 All new teachers attend the new teacher training sessions(s) through the ABLE Regional Resource Center within their first calendar year.

Professional Development
Indicator 5
Accessing Professional Development Information

Accessing Professional Development Information

Ohio is beginning its third year of requiring ABLE program staff to develop individual (IPDP) and program (PPDP) professional development plans. However, encouraging professional development is a longstanding practice in ABLE programs. The four ABLE Regional Resource Centers and the Ohio Literacy Resource Center provide an array of training opportunities and workshops each program year for ABLE staff. Planned professional development allows program personnel to attend trainings and workshops addressing local classroom issues as well as keeping current with adult education trends and methods.

The planning forms, policies, and fiscal guidelines for professional development are available through the Ohio Department of Education ABLE office, the four Regional Resource Centers, and the Ohio Literacy Resource Center as indicated in the chart below. Assistance for developing training programs or inservice is provided in the Program Administrators' Manual on pages 114-126. The manual is available online at: http://archon.educ.kent.edu/ In addition, ***A Resource Guide for Establishing Local Professional Development Committees***, published by the Ohio Department of Education, can be used as a reference for the new requirements for state licensure.

Item	**Information available through the sources checked (✓) and online at: http://literacy.kent.edu/Oasis/ABLE/ProfDev/index.htm**				
	ODE Office	**Resource Centers**	**Grant Application**	**Updated by**	
				Local Staff/Program	**ODE**
Needs Assessment	✓	✓		annually	as needed
PD Forms (IPDP/PPDP)	✓	✓		annually	as needed
PD Assurances	✓		✓	per grant cycle	per grant cycle
New Instructor Competencies	✓	✓		as needed	as needed
Policy Brochure	✓	✓			as needed

Accessing Professional Development Activities

Many professional development activities are available to ABLE program staff. Selected activities must be directly related to one's role in adult education and have the approval of the program director. The chart below lists only some of the options and at what level they might be accessed.

Activity	Location of Activity			
	National	State	Region	Local
Conference	✘	✘	✘	✘
Action Research	✘	✘	✘	✘
Study Group	✘	✘	✘	✘
Product Development	✘	✘	✘	✘
Inquiry-based Research	✘	✘	✘	✘
Brown Bag Session		✘	✘	✘
Demonstration		✘	✘	✘
Panel Discussions	✘	✘	✘	✘
School or Site Visitation	✘	✘	✘	✘
Institutes	✘	✘	✘	✘
Focus Groups	✘	✘	✘	✘
Presenting/Facilitating	✘	✘	✘	✘
Structured Idea Exchange		✘	✘	✘

Contact your Regional Resource Center for professional development opportunities.

Central/Southeast ABLE Resource Center **http://www.eurekanet.com/~able/**	800-753-1519 740-593-4419
Northeast ABLE Resource Center **http:/literacy.kent.edu/NEABLE/**	800-361-7076 216-261-7579
Northwest ABLE Resource Center **http://literacy.kent.edu/Oasis/Resc/nwable.htm.**	419-661-7355
Southwest ABLE Resource Center **http://literacy.edu/SWABLE/**	800-558-5374 (Ohio only) 937-512-5375

Professional Development
Indicator 5
Documenting Staff Participation

A Description of the Practices Included for Documenting Staff Participation

☼Designates a practice contributed by an Ohio ABLE program.

Once the individual (IPDP) and program (PPDP) professional development plans are completed for the program, it is necessary to track staff participation. The practices in this section offer suggestions for tracking and documenting this participation.

☼Raising Professional Development Awareness p.11
These scenarios from the Retention Toolbox can be used to generate discussion among staff about the need for professional development.

☼Professional Development Portfolio p.13
This portfolio practice provides information about the Local Professional Development Committees and lists items that successfully document professional development activities.

☼Staff Evaluation Using Teacher Portfolio p.16
Teachers prepare a portfolio which reflects their classroom experiences, professional expertise, and development activities.

☼Professional Development Chart p.18
This chart allows program directors to track the professional development activities of their staff.

☼ Master Teacher and Peer Assistant Program p.20
This practice focuses on building community among teachers and increasing classroom effectiveness by bringing instructors together to share ideas, expertise, and learn new methods.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components

Practice Title: **Raising Professional Development Awareness**

Purpose:

- To provide ABLE staff with a sample professional development scenario and encourage discussion of the types of professional development needed

Possible Participants:

__✓__ instructors
__✓__ students
_____ support staff
_____ program director
_____ program coordinator
_____ other (specify)
_____ stakeholders
_____ tutors/volunteers

Materials:
Retention Toolbox Mini-Game, p. 12

When to Use:
Staff Meetings

Documentation Methods:
IPDPs should reflect a variety of professional development activities.

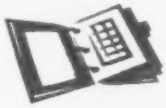
Other Considerations:
The professional development activities chosen by the staff should reflect their needs and the needs of the program.

Impact:

- Staff and volunteers become more aware of the various types of professional development available to them.

Contributed by:

Retention Project
Southwest ABLE Regional Resource Center
800-558-5374



Raising Professional Development Awareness

Possible Implementation Method

The Retention Toolbox is "a staff development product that can be used for instruction in retention issues related to the Quality Indicators for adult education programs" (Instruction page 1) A component of the Toolbox is the Retention Mini-Game. Indicator 5, Professional Development, has its own color card to distinguish it from the other categories. Each card presents a scenario which can be used to spark relevant discussion per topic area. Discussing scenarios from the Mini- Game can prove useful and can lead to more effective professional development activities.

The following are examples which can be used for professional development:

- You have just found out at the beginning of the school year that your supervisor wants you to take three professional development courses this year.

  Where will you look in your community to find professional development offerings? (5.12)

- Jason goes to a lot of staff development activities. It seems, however, that no matter how many he goes to, he still isn't teaching his students well. The dropout rate from his class is very high and he becomes very resentful each time his supervisor tries to work with him.

  What suggestions would you give regarding Jason? What would be a good course of action to follow? (5.4)

- An instructor has just been hired for one of the urban ABE/GED instructional sites. He is from out of state and has experience teaching in a rural program.

  What types of professional development might this teacher benefit from. List at least five. (5.9)

Practice Components

Practice Title: **Professional Development Portfolio**

Purpose:

- To increase capacity in the area of professional development

Possible Participants:

- ✓ instructor
- ____ student
- ____ support staff
- ✓ program director
- ✓ program coordinator
- ____ other (specify)
- ____ stakeholders
- ____ tutors/volunteers

Materials:

Portfolio Requirements, p. 14
The Portfolio Process: An Overview, p. 15

When to Use:

Ongoing

Documentation Methods:

Portfolios are updated at selected staff meetings.

Other Considerations:

Portfolios are updated annually.

Impact:

- Staff portfolios provide a "model" for student portfolios.
- Staff "share" by reminding and suggesting to colleagues what they have included in their portfolios.

Contributed by:

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Professional Development Portfolio

Possible Implementation Methods

The following directions were suggested by the contributor.

- Individual, personalized portfolios are provided to each staff member.
- The portfolio initially contains a listing of the requirements.
- The portfolio process is reviewed with the staff.
- Documents are placed in the portfolio and checked by the director as desired.

The portfolio should contain:

- Current resume
- Current contract
- Copy of Ohio Certification
- Certificates of participation
  Local workshops
  ABLE Regional Resource Center workshops
  Conferences
- Copies of transcripts
- Awards/special recognition
- Current IPDP
- Copies of evaluations
- Letters of recommendation
- Business cards

The Portfolio Process: An Overview

One process which affects us all is the new Ohio system of teacher education and licensure which became effective January 1, 1999.

How will this change affect teachers presently certified? Instead of submitting documentation of professional development activities, coursework, etc, to the Ohio Department of Education to receive certification, teachers now submit their documentation to a Local Professional Development Committee (LPDC) for approval and licensing. The LPDC is composed of administrators and teachers from the local school district.

The amount of professional development/coursework required for renewal of certificates (or conversion to a license) is similar to the previous requirement- 1CEU= 10 contact hours. The LPDC will evaluate the professional development activities submitted by the teacher and the certificate of license will be authorized by the Ohio Department of Education based on its decision.

Since ODE is no longer issuing CEUs, teachers now have the responsibility of maintaining a record of all professional development activities in which they participate. The new licensure standards in Ohio make it crucial that all certified or licensed staff keep professional development portfolios. A professional development portfolio is a collection of certificates, papers, and records that a teacher maintains which document professional history. If you don't already have one, it is important to start one NOW.

Probably the most important documents to include in your portfolio are those pertaining to activities in which you participate, including any or all of the following:

- day-long or multi-day workshops
- professional conferences
- college coursework
- classroom observation
- professional presentations at conferences or trainings
- curriculum development
- library or online research
- participation in focus groups
- action research

Participants of professional development activities sponsored by the ABLE Resource Center will receive a Certificate of Participation. These are issued by the ODE Resource Center Network and include a copy of the agenda, the participant objectives of the activity, and the number of contact hours for the activity.

For other activities, if no certificate is issued or if it does not adequately summarize the activity, we recommend that you save copies of the agenda, handouts, conference schedule/booklet, etc. Include documents that explain what you learn at a training, the names of the trainers, and the contact hours provided. Also save the receipts for the cost of the trainings or conferences and a copy of your registration. For college coursework, maintain copies of grades, class descriptions, and syllabi.

Activities resulting in product development (curriculum, action research, library or online research, focus groups) require a copy of the final product and a detailed log of the hours spent on the activity and how they were utilized. If other teachers were involved, record their names, addresses, etc.

Save your handouts (and the agenda) from any presentation made at a professional conference or training. Provide information about developmental time involved if appropriate.

For class observations, keep a journal of the date and any observations you made which will affect your teaching. Write a thank you note to the teacher and keep a copy.

Be sure to keep a copy of your yearly IPDP. Clip the IPDP to the documentation of the activities you used to complete it. These plans indicate that professional development has been important and planned for on a yearly basis. Include any ODE CEUs that you earned since your last certificate renewal.
Other documents that are important to include may not be necessary to renew your certificate, but they help provide a clear picture of you as an educator:

1. Copies of all previous ODE teaching certificates and licenses you have held.
2. Copies of teaching contracts.
3. Copies of yearly evaluations by your program director.
4. Notes or letters written by supervisors documenting the quality of your teaching.

Practice Components

Practice Title: **Staff Evaluation Using Teacher Portfolios**

Purpose:

- To encourage teachers to reflect on and improve their teaching strategies
- To provide a method for collecting documents to evidence teaching changes

Possible Participants:

✓ instructors
___ students
___ support staff
✓ program director
✓ program coordinator
___ other (specify)
___ stakeholders
___ tutors/volunteers

Materials:

None provided.

When to Use:

Before the formal observation; at evaluation.

Documentation Methods:

Portfolios are given to the director for review annually. The director provides written comments to the instructor.

Other Considerations:

None provided.

Impact:

- The staff operates in a continuous improvement state of mind which impacts directly on what they are doing with students.

Contributed by:

Larry Klingler and Linda Remmert
Perry-Hocking County Educational Service Center
740-342-3502

Staff Evaluation Using Teacher Portfolios

Possible Implementation Methods

The following directions were suggested by the contributor.

The portfolio was initially started to give staff an idea of what students experienced in attempting to keep portfolios. It served that purpose and developed into being a part of evaluation.

- Teachers keep a portfolio notebook.
- Teachers choose target areas for professional growth during the spring.
- Throughout the year teachers participate in regional activities. If no regional activities for their chosen target areas are offered, instructors:
    - → Do independent study
    - →Participate in staff discussions
    - → Collect evidence of participation, relevant articles or information, and records of application in the classroom.
- Staff complete a checklist and narrative before their formal observation.

  Sample Questions:
  ~Are you using small and whole group instruction?
  ~Do you use technology in the classroom?
  ~Do your students use portfolios?

  The narrative asks instructors to reflect on how they have implemented what they've learned in their professional development activities.
- Discussions about progress and portfolio documentation are part of every staff meeting agenda with the focus being on "Now, what more do we need to do?"

Practice Components

Practice Title: **Professional Development Chart**

Purpose:

- To provide director or supervisor a method of planning and tracking ABLE staff professional development

Possible Participants:

____ instructors
____ students
____ support staff
✓ program director
✓ program coordinator
____ other (specify)
____ stakeholders
____ tutors/volunteers

Materials:

Professional Development Chart, p.19

When to Use:

As desired.

Documentation Methods:

Chart is kept in program files.

Other Considerations:

Staff may wish to have a copy to do their own self-tracking.

Impact:

- The chart provides continuity and consistency in tracking professional development activities as related to the IPDP or PPDP.

Contributed by:

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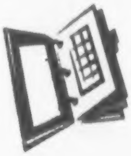

Professional Development Chart

Possible Implementation Methods

The following directions were suggested by the contributor.

To create a simplified, one-page professional development chart:

- List all staff members individually with each having a row.
- List the professional development activities identified in the individual and program plans as columns.
- Use checkmarks to track who has attended what activities. You may also want to add the date when the activity was completed.
- Total the number of attendees at each type of professional development activity.

A Sample

	Staff	Technology	Learning Styles	OAACE	ESL	New Teacher	CPR
1	Joanne R.	X	X				X
2	Melinda G.	X	X				
3	James O.	X	X				
4	Tony S.		X	X			X
5	Marilyn Q.		X		X		
	Total	3	5	1	1	0	2

Practice Components

Practice Title **Master Teacher and Peer Assistant Program**

Purpose:

- To offer ABLE instructional staff and peer assistants (aides and substitutes) the opportunity to share their expertise and skills with their peers
- To use the Master Teacher meetings to further increase awareness of student needs
- To explore ways of improving accountability and the implementation of the Indicators of Program Quality

Possible Participants:

_✓_ instructors
___ students
_✓_ support staff
___ program director
___ program coordinator
_✓_ other (specify)
Substitutes/Aides
___ stakeholders
_✓_ tutors/volunteers

Materials:

Evaluation Form, p. 22

When to Use

As desired.

Documentation Methods:

Agendas, minutes, and evaluation forms are kept in program files.

Other Considerations:

Participants are compensated for 48 hours per year for the Master Teacher program.

Impact:

- The participants are willing to share their ideas and feel comfortable enough to express themselves freely.
- Because the program sites cover a wide area, the Master Teacher program provides the staff from various sites an opportunity to get to know one another better.

Contributed by:

Betty Finney
Lili Roush
Gallia-Jackson-Vinton JVS
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Master Teacher and Peer Assistant Program

Possible Implementation Methods

This program was created to help the staff become better instructors and aides and to build community among the staff.

Who participates?

- Participants are those staff members who are looking for new and better ways of working with students.
- All instructional staff, including aides and substitutes, are eligible.
- Participation in the program is voluntary.
- Participants are compensated for 48 hours per year to attend meetings, make visitations, do required reading, and participate in training.

What are the activities?

- Meetings include discussion of new techniques, a sharing of visitation reports, listening to guest speakers, and/or reporting on training attended.
- Site visits are encouraged to observe new and different ways of serving students instructional needs.
- After visiting a site, Master Teacher Program participants are required to give an oral report to all members and to provide written documentation of the visit.
- Participants complete an evaluation form.

Master Teacher and Peer Assistant Program Evaluation

Dear Program Participants:
Please take this opportunity to evaluate the Master Teacher and Peer Assistant Program by answering the questions and providing your comments. You do not need to sign your name, but do return your response as soon as possible.

1. **Has participation in the Master Teacher and Peer Assistant Program been helpful to you?**
______yes _______no

2. **Have the visitations been helpful?** ______yes _______no

3. **Would you like the Master Teacher and Peer Assistant Program to continue?**
______yes _______no

4. **What are some areas that you would like to have addressed?**

____
____
____
____
____

5. **How might the Master Teacher and Peer Assistant Program be improved?**

____
____
____
____
____

Additional Comments:

____
____
____
____
____

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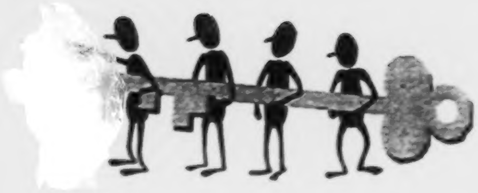
Correlation Chart for Indicators of Program Quality Practices

A checkmark (√) identifies the Indicator for which the practice was submitted. The (X) identifies other Indicators where the practice could be used.

Practice Name	Page #	Indicator						
		1	2	3	4	5	6	7
Accessing Professional Development Information	I5-6			X		√		
Accessing Professional Development Options	I5-7			X		√		
Raising Professional Development Awareness	I5-11			X		√		
Professional Development Portfolio	I5-13				X	√		
Staff Evaluation Using Teacher Portfolios	I5-16			X		√		
Professional Development Chart	I5-18			X		√		
Master Teacher and Peer Assistant Program	I5-20				X	√		



Support Services
Indicator 6

A Module in the
Indicators of Program Quality
Resource Guide

Support Services

Contents

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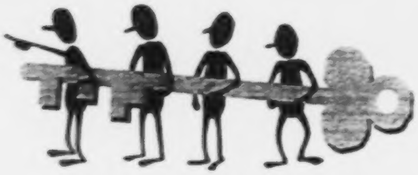


6.0 Support Services
Program provides a system for support services that promotes student achievement of goals.

An Overview: Support Services

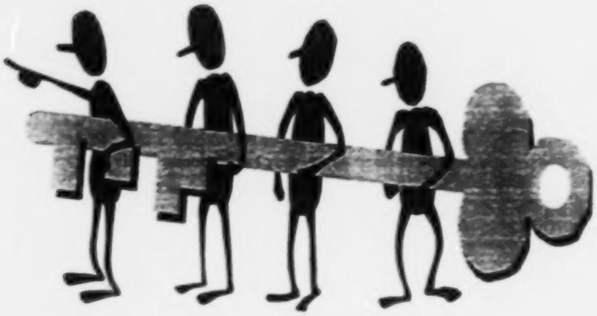
Support services are an important aspect of the ABLE student experience. A participants' need for child care or convenient transportation can act as a barrier to participation and successful completion of goals in the ABLE program. It is essential that every ABLE Program have a formal plan and process for referral services, that all staff are knowledgeable about the referral process, and that all sites are equipped with current referral materials. Critical to the success of the referral system is the need for each ABLE program to develop collaborative agreements with the many resources within its community. The Program Administrators' Manual offers guidance about Support Services on pages 127-130.

The Resource Guide will address Support Services as a series of steps which must be planned, carried out, and documented. The steps are:

Creating the Referral Plan
Communicating the Referral Plan
Implementing and Monitoring the Referral Plan
Monitoring the Plan

Support Services
6.0 Program provides a system for support services that promotes student achievement of goals.

Measure	Standards
A. Program has a written plan that describes the system for providing student support services including but not limited to: 1. Child care services 2. Transportation 3. Flexible scheduling 4. Special accommodations	A.1 Program identifies student support service needs by formal or informal assessment as evidenced by documentation on file. A.2 Program uses assessment information to provide support services directly and/or through referrals as evidenced by written documentation kept on file. A.3 Program follows-up on student support service referrals as evidenced by written documentation. A.4 Program follows-up with students who have not attended classes during the past month to identify current needs and possible course of action to re-engage student in the educational program as evidenced by written documentation.
B. Program staff possess the knowledge and skills necessary to make appropriate, informed referrals to support services offered within the program and in the community.	B.1 All sites maintain a current listing of community, educational, and/or workplace support services reviewed annually. B.2 All program staff have a copy of the program's written plan that describes the system for providing support services.
C. Program establishes linkages or agreements between the ABLE program and other educational and/or community providers and systems.	C.1 Program activities coordinate with other available resources in the community resulting in strong linkages with: • Elementary schools • Secondary schools • Postsecondary educational institutes • One-stop centers • Job training programs • Social services agencies As evidenced by letters of support, contracts, and/or agreements.



Support Services
Indicator 6
Creating the Referral Plan

A Support Services referral plan might include:

- *A listing of established linkages within the community.*
- *Formal and informal methods for assessing student needs.*
- *Protocols for recommending, documenting, and tracking referrals*
- *Methods for communicating the referral process to staff and students.*
- *Process for updating services information.*
- *Guidelines for expanding or changing the linkages to meet student need.*

The written plan addresses and describes the way in which students will be served. Often the needed services will come as a result of a collaboration between ABLE and another agency. Each ABLE program will need to look at its community resources as referral plans are made. Refer to the standards and measures of Indicator 6 for requirements.

A Description of the Practices Included for Creating the Referral Plan

✪Designates a practice contributed by an Ohio ABLE Program.

✪For the Common Good Team Model . . . . **p. 7**
This statewide Ohio project is a model for creating and maintaining linkages.

Tracking Services Provided by Interagency Linkages . . . . **p. 9**
This practice is adapted from an adult education resource produced by the Texas Education Agency for its ABLE programs and provides a method for documenting existing linkages.

✪The Collaboration Chart . . . . **p. 13**
This chart provides an at-a-glance method for tracking the connections between ABLE and the support service provider and reciprocal services from ABLE to the other agencies.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components

Practice Title: **For The Common Good Team Model**

Purpose:

- To provide a collaborative environment in which to identify and meet the needs of ABLE participants

Possible Participants:

_____ instructors
_____ students
_____ support staff

✓ program director
✓ program coordinator
✓ other (specify)
Advisory Committee Members

✓ stakeholders
_____ tutors/volunteers

Materials:

None provided.

When to Use:

At a staff meeting.

Documentation Methods:

Referrals between agencies and participation and membership in the linkages will be recorded.

Other Considerations:

Forming local linkages using the For the Common Good Team Model may be the next step for collaboration.

Impact

- Participating in community linkages will allow ABLE to continuously improve its service to students and the community.

Adapted from:

(Imel 1995)
Available on line at http://www.literacy.kent.edu/CommonGood/

For The Common Good Model

Possible Implementation Methods

Note: You may be instrumental in creating the linkage or be one of the agencies called upon to join. Knowing the steps is beneficial in both scenarios.

Suggested Steps for Establishing an Interagency Linkage Team

1. Assess the local need and climate for interagency partnerships.

2. Take steps to initiate the plan.
   - Develop a rationale.
   - Identify existing linkages.
   - Generate internal administrative support.

3. Form the team.
   - Identify and select key players.
   - Issue the invitation.

4. Establish a collaborative relationship.

5. Develop a plan.
   - Create an effective planning environment.
   - Design an action plan with objectives and activities to meet them.
   - Solicit agency and community support for the plan.

6. Follow-up and follow through
   - Implement the plan.
   - Maintain momentum.

Practice Components

Practice Title: **Tracking Services Provided by Interagency Linkages**

Purpose:

- To track the kinds of services provided to ABLE programs by the members of the linkages

Possible Participants:

_____ instructors
_____ students
_____ support staff
✓ program director
✓ program coordinator
_____ other (specify)
_____ stakeholders
_____ tutors/volunteers

Materials:
Interagency Worksheet, p. 10

When to Use:
When meeting with people in your linkage.

Documentation Methods:
Make additions to the form after discussion and incorporate into the written plan.

Other Considerations:
None provided.

Impact:

- Agencies in your linkage will become more aware of what services each provides, for referral purposes and to eliminate overlap.

Adapted from:

(Morris n.d.)

Tracking Services Provided by Interagency Linkages

Possible Implementation Methods

Linkages are integral to support service operations, as they function to reduce overlap of resources and to better meet the needs of students. Service is more efficient and cost-effective if the collaborating agencies agree on their purpose and work with mutual interest in mind. Appropriate linkages should be formed within your ABLE program and with other community groups. Follow these steps to coordinate among agencies:

1. **Identify agencies** that exist in your community, that you think may result in effective partnerships with your ABLE program.
2. **Meet** to discuss the possibility of collaborating in a linkage, and to determine if you have mutual goals and a mutual need to work together.
3. Together, **determine areas of collaborating**, in order to minimize duplication of resources.
4. **Set goals** that are mutual to benefit all parties involved.
5. Together, **define roles and determine responsibilities**, including services to be provided, and individual agency contributions.
6. **Evaluate results** and document the referrals.

Type of Service	Provider	Provider	Provider
Childcare	Agency Name: St. Michael's Date: 12/18/99 Comments: Would like to discuss cooperative services.	Agency Name: YWCA Date: 12/15/99 Comment: At capacity until 2/1/00	Agency Name: The Children's Place Date: 12/1/99 Comments: Will accept 3 year old after 1/15/00

To create a worksheet:

- List all agencies (providers) with which ABLE collaborates.
- Use the provider columns to record the agency name, date of conversation, and any comments.
- Use type of service column to record the kinds of services exchanged within your linkages. (Morris n.d.)

Interagency Services Tracking Sheet

Use this form to record notes when meeting with or speaking to individuals in your linkage. Place the completed forms in your files as a record of services exchanged and/or use to document linkages in your written plan.

Type of Service	Provider	Provider	Provider
	Agency Name: **Date:** **Comments:**	**Agency Name:** **Date:** **Comments:**	**Agency Name:** **Date:** **Comments:**
	Agency Name: **Date:** **Comments:**	**Agency Name:** **Date:** **Comments:**	**Agency Name:** **Date:** **Comments:**
	Agency Name: **Date:** **Comments:**	**Agency Name:** **Date:** **Comments:**	**Agency Name:** **Date:** **Comments:**
	Agency Name: **Date:** **Comments:**	**Agency Name:** **Date:** **Comments:**	**Agency Name:** **Date:** **Comments:**
	Agency Name: **Date:** **Comments:**	**Agency Name:** **Date:** **Comments:**	**Agency Name:** **Date:** **Comments:**

(Adapted from Morris n.d.)

399

398

Practice Components

Practice Title: **Collaboration Chart**

Purpose:

- To track and document the collaborations in which the ABLE program participates

Possible Participants:

____ instructors
____ students
____ support staff
__✓__ program director
__✓__ program coordinator
____ other (specify)
____ stakeholders
____ tutors/volunteers

Materials:

Collaboration Chart, p. 13

When to Use:

Update periodically.

Documentation Methods:

The chart is maintained and kept in the program files.

Other Considerations:

Even though attendance at meetings is very time consuming, the interaction with other sources keeps ABLE programs "in the loop" of community problem solving.

Impact:

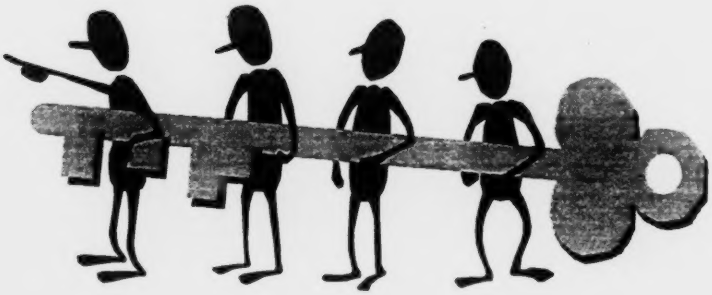
- As the director checks off how an organization/agency is involved with ABLE, it is possible to quickly analyze how well the collaboration is working and determine whether intensified efforts are needed for improvement or if the partnership is no longer beneficial.

Contributed by:

Project Staff
ODE ABLE Program Evaluation Design Project
614-688-3720

Collaboration Chart

COUNTY	Support Letter	Site	Training	Support	Volunteers	Speaker	Refers	Childcare	Transportation	Materials	Dist. Schedules	Membership	ABLE Adv Bd	ABLE Adv Bd	ABLE Speaker
HEAD START	✓						✓	✓	✓		✓		✓		
CDHS	✓			✓	✓	✓	✓	✓	✓		✓			✓	
EXTENSION	✓		✓			✓	✓			✓	✓				
JR MOTHERS CLUB					✓		✓			✓					
LINKAGE TEAM			✓				✓				✓	✓		✓	
LIBRARY							✓			✓	✓				
COURT SYSTEM	✓			✓			✓				✓				
HOSPITAL							✓			✓	✓				
DOM. VIOLENCE	✓	✓	✓			✓	✓			✓	✓		✓	✓	
GREEN VALLEY SCHOOLS		✓					✓		✓		✓			✓	
JTP	✓		✓				✓		✓	✓	✓				
3 ARTS CLUB							✓								
GREEN THUMB			✓		✓		✓				✓				
SAMARITAN OUTREACH					✓		✓				✓		✓		
ALTRUSA				✓	✓		✓			✓	✓	✓		✓	✓
EVEN START	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓
OBES	✓						✓				✓				
DISP. HOMEMAKER	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓
HOPEWELL SERRC	✓		✓				✓			✓	✓				



Support Services
Indicator 6
Communicating the Referral Plan

A Description of the Practices Included for Communicating the Referral Plan

☼Designates a practice contributed by an Ohio ABLE Program.

A plan is effective only when all the people involved know what to do. In order to effectively meet the support services needs of ABLE students, all staff and volunteers need to be aware of the available support services, the guidelines for referral, and how to respond when a learner seeks help.

☼Raising Support Services Awareness .... **p. 16**

Situations may arise in the classroom that do not deal with childcare, transportation, or special accommodation needs. As a proactive strategy, staff members and volunteers should be encouraged to think about and discuss hypothetical situations. Scenarios in the **Retention Mini-Game** can be incorporated into staff development activities to address support service concerns.

☼Support Services Pocket Directory .... **p. 18**

Students and/or clients are given an identification card with a listing of emergency support services.

☼Support Services Disclaimer .... **p. 20**

This disclaimer states the role of the staff in making referrals, clearly emphasizing the students' choices in accepting a referral.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components

Practice Title: **Raising Support Services Awareness**

Purpose:

- To provide ABLE staff with sample support service scenarios and encourage discussion of the need and process for referrals

Possible Participants:

✓ instructors
students
✓ support staff
✓ program director
✓ program coordinator
other (specify)
stakeholders
✓ tutors/volunteers

Materials:
Retention Toolbox Mini-Game Sample, p. 18

When to Use:
Staff Meetings.

Documentation Methods:
The effectiveness of referrals in the program should document the success of the plan.

Other Considerations:
New staff should receive one-to-one instruction in the referral process.

Impact:

- Referral process should be implemented in the ABLE program, with staff being attuned to student support service needs.
- Staff and volunteers will become more aware of their responsibilities in the referral process.

Contributed by:

Retention Project
Southwest ABLE Regional Resource Center
800-558-5374

Raising Support Services Awareness

Possible Implementation Method

The Retention Toolbox is "a staff development product that can be used for instruction in retention issues related to the Quality Indicators for adult education programs" (Instructions page 1). A component of the Toolbox is the Retention Mini-Game. In the game, Indicator 6, Support Services, has its own color cards to distinguish it from the other categories. Each card describes a scenario which can be used to spark relevant discussion. Discussing scenarios from the Mini-game can prove useful and can lead to more effective support services actions.

The following are Support Services examples:

- One of Mark's students comes to class under the influence of alcohol. What should Mark do? What shouldn't Mark do? (6.8)
- Sarah knows that she has four students who are single parents with infants at home. When she suggests a family literacy program that she knows about that could be of some help, she is told to mind her own business. What advice would you give to Sarah? What could have caused this situation to turn out the way it did? (6.14).
- In one of the staff meetings, a couple of the staff are talking about some of their students and the problems they are having in their personal lives. One is getting evicted from her housing complex and another's car broke down and can't be repaired. When their supervisor asks them what they are doing to help the students, the instructors said they haven't done anything because they aren't sure what to do. What does this program need to work on? Name five things that can be done to address this problem (6.13).

Practice Components

Practice Title: **Student Support Services Pocket Directory**

Purpose:

- To provide students with emergency support services information that they can carry with them

Possible Participants:

_____ instructors
✓ students
_____ support staff
_____ program director
_____ program coordinator
_____ other (specify)
_____ stakeholders
_____ tutors/volunteers

Materials:

Student Support Services Pocket Directory, p. 20

When to Use:

Provide to all students upon enrollment.

Documentation Methods:

Students are given directories upon entering the program.

Other Considerations:

Students also receive a directory sponsored by the local For the Common Good Linkage Team which provides the purpose and goals of For the Common Good and education, employment, and training contact names and numbers.

Impact:

- Students have easy access to support services information whenever they need it.

Contributed by:

Suzanne Bernardi
Astabula County JVS/ABLE
440-576-6015

Student Pocket Directory

This directory is an identification card to carry in one's pocket detailing emergency information for the program participant to fill out. Additionally the card lists various support services and telephone numbers. The pocket directories are available at each program site for every participant.

IDENTIFICATION

Name: ____________________
Address: ____________________
Phone: ____________________
Bus. Add.: ____________________
Bus. Phone: ____________________
In Emergency Notify: ____________________
Doctor: ____________________
Blood Type: __________ **Allergies:** __________

Northeast Ohio One-Stop System
ASHTABULA COUNTY PARTNERS:

Adult Basic Education/GED	576-6015
Ashtabula County DHS	998-1110
Ashtabula County JVS	576-6015
Ashtabula County Literacy Coalition	964-7443
Family & Children First	998-6859
Goodwill Industries	964-3565
Growth Partnerships	576-9126
JTPA	998-2990
Kent State University	964-3322
OBES	992-2132

Practice Components

Practice Title: **Support Services Disclaimer**

Purpose:

- To reinforce support services policy by creating staff awareness through discussion

Possible Participants:

✓ instructors
students
✓ support staff
✓ program director
✓ program coordinator
✓ other (specify)
Staff in charge of intake
stakeholders
✓ tutors/volunteers

Materials:
Support Services Disclaimer, p. 22

When to Use:
At staff meetings.

Documentation Methods:
Make any necessary additions to the form after discussion and incorporate into the written plan. Include hand-out in the staff handbook.

Other Considerations:
None provided.

Impact:

- Staff and volunteers will become more aware of sensitive support services issues and how to respond to certain student situations.

Adapted from:

(Aronoff-Jones 1999)

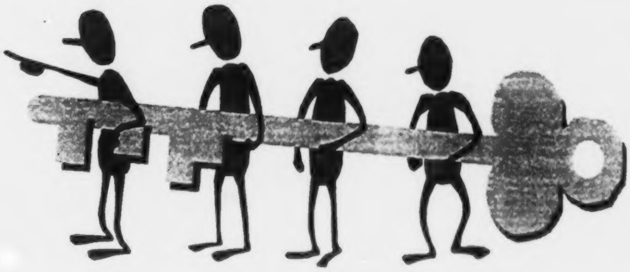
Support Services Disclaimer

It is the very nature of support services that sometimes situations may arise in which employees or volunteers may not know how to react properly. This brief section is provided as a spring-board for further discussion on this issue.

> *While instructors and other ABLE staff cannot make support services decisions for their learners, they should be informed about which referrals exist and how to execute the referral process; it is up to the student to decide which option presented, if any, to take (*Padak 1998).

It is important to note the potentially sensitive nature of referring learners to certain support services, such as those relating to domestic violence and substance abuse. Therefore, the following points are offered for the ABLE staff to consider:

- **You can listen and you can let your learners know what options for help exist within their community. It is up to them to take the next step.**
- **To respect learners' privacy, you should keep documentation under lock and key.**
- **You cannot make unsolicited referrals, nor can you make your learners act on the referrals.**



Support Services
Indicator 6
Implementing and Monitoring the Referral Plan

A Description of the Practices Included for Implementing and Monitoring the Referral Plan

☼Designates a practice contributed by an Ohio ABLE Program.

Student Support Services Needs Survey .... p. 25

This survey about childcare and transportation needs can be completed during intake/orientation for each student.

Program Participation Barriers .... p. 27

This set of six questions allows programs to focus on their current referral services and plan for future support service provisions.

Issues and Actions .... p. 30

This practice suggests using a chart to track the needs, referrals, and actions taken in providing student support services.

☼**Partner Appreciation** .... p. 32

To keep the support services linkages and agreements functioning smoothly or to build further capacity with the network, consider using the example of appreciation presented in this practice.

Practice Components

Practice Title: **Student Support Services Needs Survey**

Purpose:

- To assess support service needs of the student by using this form

Possible Participants:

instructors
[✓ students]
support staff
program director
program coordinator
[✓ other (specify)]
Staff in charge of intake
stakeholders
tutors/volunteers

Materials:

Student Support Services Needs Form, p. 26

When to Use:

During intake

Documentation Methods:

Fill out form and keep on file.

Other Considerations:

None provided.

Impact:

- Support services needs of students will be considered and actions will be documented.

Adapted from:

(Morris n.d.)

Note: No Implementation page is included for this practice.

Student Support Services Needs

Fill out this form while asking a new student questions during intake.

1. Date: ______________________________
2. Student's name: ______________________________
3. Student's address: ______________________________
4. Does the student need child care? ☐ Yes ☐ No

   If yes:
   - How many children, and what are their ages? ______________________________
   - What times of day is child care needed? ______________________________

5. How does the student plan to get to the ABLE classes?

____ Drive own car	_____ Get a ride from someone
____ Carpool with other students	_____ Take the bus
____ Take a taxi-cab	_____ Ride a bicycle
____ Other (please specify): ______________________________	

6. If the response to question 5 was "take the bus" or "take a taxi-cab", how far is it, in the number of blocks or miles, from your start destination (i.e. work, home) to the ABLE program?

   Is taking the bus a hardship? Please explain:

   Is taking a taxi-cab a hardship? Please explain:

7. Does the current ABLE class meet the needs of this person in terms of the times the classes meet? ☐ Yes ☐ No

   If no, please explain:

   If no, what times would be better for this student?

   Would this student be willing to travel to a different ABLE site for a more convenient schedule? ☐ Yes ☐ No

8. Are there any special accommodations this student feels he or she will need to enroll in the ABLE program? ☐ Yes ☐ No

   If yes, please explain:

Practice Components

Practice Title: **Program Participation Barriers**

Purpose

- To document possible program participation barriers
- To use during staff meetings to generate discussion regarding support service issues and policies

Possible Participants:

✓ instructors
___ students
✓ support staff
✓ program director
✓ program coordinator
___ other (specify)
___ stakeholders
✓ tutors/volunteers

Materials:

Program Participation Barriers Questionnaire, pp. 28-29

When to Use:

Staff meetings.

Documentation Methods:

Fill out form and place in program file with the date.

Other Considerations:

Use this questionnaire as a discussion tool for staff meetings, filling it out for documentation purposes and to create awareness regarding barriers to program participation.

Impact:

- Staff assess identified barriers to student participation and determine which services the program can provide and which must be handled by another agency.

Adapted from:

(Morris n.d.)

Note: No Implementation page is included for this practice.

Program Participation Barriers

Answer the questions for your site. ABLE Site Name ______________________

1. What are the total number of your students' children who need child care in order to attend ABLE classes? ______________________

2. Can your program offer any kind of child care, or reimbursement program? Explain:

   If your program cannot offer child care in any way, how do you plan to deal with this issue? Is there another agency in the area your students can be referred to, to assist with child care issues? If yes, please list:

3. How many of your students take the bus to get to class? ______________
   Do these students have a current bus schedule? ______ yes _____no
   Is there a current bus schedule posted in your classroom? ______ yes _____no

4. If your class is not accessible by bus, list other ABLE programs in the area that are.
   ____
   ____

   List other agencies to which your students can be referred for help with transportation issues. ______________________________________
   ____
   ____

   If the only option for a student is to take a taxi, are funds available for reimbursement?
   _____yes _____no

5. Are your current ABLE classes offered when most students are available to attend?
   _____ yes _____no
   If no, can some classes be offered at different times to meet more learners' needs?
   _____ yes _____no
   If no, are there other ABLE programs in the area whose schedules better match the times your learners are available?_____ yes _____ no

6. In the table below, list students who have special needs, the need itself, and the method for handling the need. If a referral is made, list the agency.

Student	Special Need	Program Accommodation	Referral	Date

Practice Components

Practice Title: **Issues and Actions**

Purpose:

- To provide a consistent, recognized method for tracking and follow-up of student referrals

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
____ other (specify)
____ stakeholders
✓ tutors/volunteers

Materials:

Issues and Actions Form, p. 31

When to Use:

When a referral is initially made;
when following up on the outcomes.

Documentation Methods:

Fill out form and keep in a locked file.

Other Considerations:

None provided.

Impact:

- ABLE staff will have a consistent method for documenting support service referrals and follow-up.

Contributed by:

Project Staff
ODE ABLE Evaluation Design Project
614-688-3720

Issues and Actions

Complete this side of the form on an as-needed basis as issues arise concerning the learner. Use the following codes to indicate the issues.

1. Learning disability
2. Child care
3. Housing
4. Physical health
5. Public assistance
6. Mental health
7. Family
8. Continuing education
9. Transportation
10. Other

Name	Issue		Referral Made		Action Taken		Resolution
	Type of Issue	Date of Identification	To Whom or Where	Date of Referral	Type of Action	Date of Action	Yes/No

Practice Components

Practice Title: **Partner Appreciation**

Purpose:

- To properly recognize and thank partnering businesses for their support and interest

Possible Participants:

_____ instructors
_____ students
_____ support staff
✓ program director
✓ program coordinator
_____ other (specify)
✓ stakeholders
_____ tutors/volunteers

Materials:

Thank you letter, p. 33
Certificate of Appreciation. p. 34

When to Use:

When thanking a business for monetary and in-kind donations.

Documentation Methods:

Keep copies of the letters on file.

Other Considerations:

None provided.

Impact:

- Relationships with partners will remain positive.

Contributed by:

Jody Angelone
Vanguard-Sentinel Career Center
419-332-2626

Partner Appreciation

Possible Implementation Methods

- Properly thank any local businesses for monetary and in-kind donations with a letter or certificate.

Wal-Mart
2052 N. State Route 53
Fremont, Ohio 43240

June 1, 1999

Dear Sir:

The 1999 GED Graduation and Awards Ceremony held Wednesday, May 19 for Vanguard-Sentinel Adult Basic & Literacy Education (ABLE) students was a great success, thanks to community members like you, who donated goods and services for the event. Thank you very much for the $15 gift certificate. This enabled us to purchase the crepe paper and table covers we needed to decorate the graduation reception area. We appreciate very much your generosity, and cannot thank you enough.

With help from people like you, the Vanguard-Sentinel ABLE program will be able to continue its work: providing free, quality, basic education to adults in Seneca, Sandusky, and Ottawa Counties. Helping adults reach their educational goals is our goal.

Sincerely,

Jody Angelone
Adult Education Coordinator

Certificate of Appreciation

Vanguard-Sentinel Adult Career Center
Awarded to

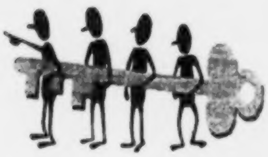
Vanguard Horticulture
For Support of Adult Education Programming

This certificate is issued this
8th day of June, 1999

Adult Basic Education Director

Adult & Community Education Director

ODE



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Imel, S. ***For the Common Good: A Guide for Developing Local Interagency Linkage Teams, Second Edition***. Columbus, OH: Center on Education and Training for Employment, The Ohio State University, 1995. [Online] Available: http://www.literacy.kent.ed/CommonGood/Guide/stepone.html

Morris, J., (ed.) ***Adult Basic Education Workbook***. Texas Education Agency, Division of Adult and Community Education, 1998.

Padak, G., (ed.) ***ABLE Program Administrators' Manual***, Kent, OH: The Ohio Literacy Resource Center, 998.

Southwest ABLE Regional Resource Center. ***Retention Toolbox.*** Dayton, OH: 1998.

Resources

Community Referral Directory. *A* Community Service Directory in a binder that is updated annually should be available at each program site. Ashtabula ABLE with its One-Stop partners has a CD-Rom version of the Community Service Directory (Ashtabula County Tomorrow-ACT) which is a database that includes information about virtually all social service programs, as well as educational opportunities within the county. It also includes information on employers, manufacturing and service companies, and elected officials. This will soon be on-line with programs responsible for updates. For more information, contact Suzanne Bernardini at 440-576-6015.

Kerka, S. ***Developing Collaborative Partnerships: Practice Application Briefs***. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1997.

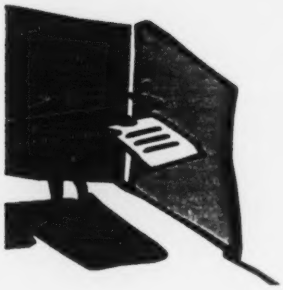
Ohio Department of Human Services. ***101 Brilliant Ideas for Local Partnerships, First Edition.*** Columbus, OH: Ohio Department Of Human Services, Spring, 1998.

PROJECT READ: Reading Education for Adults in Dayton. The Project READ Coalition. [Online]. Available http://www.activedayton.com/community/groups/read [1 September 1999]

Correlation Chart for Indicators of Program Quality Practices

A checkmark (√) identifies the Indicator for which the practice was submitted. The (**X**) identifies other Indicators where the practice could be used.

Practice Name	Page #	Indicator						
		1	2	3	4	5	6	7
For the Common Good Team Model	I6-7			X			√	X
Tracking Services Provided by Interagency Linkages	I6-9	X		X			√	X
Collaboration Chart	I6-12			X			√	
Raising Support Services Awareness	I6-17					X	√	
Support Services Pocket Directory	I6-19						√	X
Support Services Disclaimer	I6-21			X			√	
Student Support Services Needs Survey	I6-25			X			√	
Program Participation Barriers	I6-27			X			√	
Issues and Actions Chart	I6-31			X			√	
Partner Appreciation Letter	I6-33			X			√	X
Partner Appreciation Certificate	I6-34			X			√	X



Recruitment
Indicator 7

A Module in the
Indicators of Program Quality
Resource Guide

Recruitment

Contents

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7.0 Recruitment 4

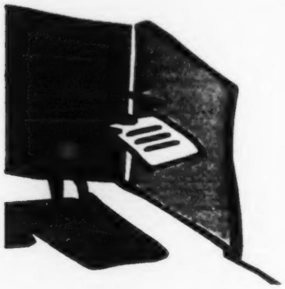
Determining Recruitment Needs 5

Designing the Recruitment Plan 11

Implementing and Documenting the Recruitment Plan 26

References and Resources 31

Correlation Chart 33



7.0 Recruitment
Program successfully recruits from the population in the community identified in the AEFL (Title II) as needing literacy services.

An Overview: Recruitment

In order for recruitment to be a successful endeavor, it must be a planned, ongoing effort. (Scheid and Heber, 1999)

Recruitment efforts must adapt and change as populations and needs change. Since ABLE programs are recruiting from a target population, it is important to know who that target population is before beginning. As a program planner, you will then need to consider your expected outcomes and the resources available to you. Then you will be able to select the marketing methods that best fit your goals. To ensure that the recruiting effort is effective, it is important to evaluate the success of the plan and make needed adjustments. Guidelines for Indicator 7 are found on pages 131-144 in the Program Administrators' Manual.

The Resource Guide divides recruitment into three steps:

Determining Recruitment Needs
Designing a Recruitment Plan
Implementing and Monitoring a Recruitment Plan

7.0 Recruitment

7.0 Recruitment
Program successfully recruits from the population in the community identified in the AEFL (Title II) as needing literacy services.

Measure	Standards
A. The percentage of target population enrolled compared with the demographics of the program service area.	A.1 Program will demonstrate achievement of its projected enrollment levels as evidenced by quarterly and annual reports required by ODE.
B. Program has a written marketing and recruitment plan that is evaluated and updated at least twice a year.	B.1 A written marketing and recruitment plan includes: 1. Environmental scan to determine customers, competitors, partners, and resources 2. Expected outcomes 3. Activities describing personnel responsible and timelines 4. Materials 5. Professional Development 6. Evaluation B.2 Cumulative enrollment outcomes are evaluated at least every three months and are used to update program's marketing and recruitment plan as evidenced by the quarterly progress report as submitted to ODE. B.3 Program will involve students, teachers, and advisory committee members in marketing and recruitment activities as documented in the written plan. B.4 Program evaluates the means by which entering students become aware of the program and the effectiveness of various recruitment activities as evidenced by documentation on file.

Recruitment
Indicator 7
Determining Recruitment Needs

A Description of the Practices Included for Determining Recruitment Needs

☼Designates a practice contributed by an Ohio ABLE Program.

Using an Environmental Scan .... **p. 6**

This brief section introduces the environmental scan, its benefits and possible sources.

☼Developing Staff Awareness of Recruitment Needs .... **p. 7**

Recruitment planning and implementation should be participatory with all staff contributing to the efforts. The activity can be done in a staff meeting and can serve as a guide to individual program recruitment and marketing planning.

Setting Recruitment Goals and Expected Outcomes .... **p. 9**

Once the ABLE program has researched the community needs and resources pertaining to ABLE services, goals for reaching the target population can be identified. A worksheet is provided to use when determining who and how many will be recruited.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components

Practice Title: **Using an Environmental Scan**

Purpose:

- To provide current community demographic information
- To determine potential demand for ABLE services in the community
- To identify current competitors and potential partners for service delivery

Possible Participants:

☐ instructors
☐ students
☐ support staff
☑ program director
☑ program coordinator
☑ other (specify)
Advisory Committee
☐ stakeholders
☐ tutors/volunteers

Materials:

Look on the Internet for demographic information.

Community Survey:	http://hgac.cog.tx.us/demographics/censusnews.html
Government Agency:	http://www.lbo.state.oh.us/links.asp
Ohio Employment:	http://www.state.oh.us/obes

Other Considerations:

Contact other agencies from national to community-based to see if anyone is currently conducting or has recently conducted a scan. Ask ABLE Advisory Committee members for help in locating community data.

Documentation Methods:

Results become part of the program file.

When to Use:

When planning recruitment activities; when preparing a grant application.

Impact:

- ABLE Programs will have current information about community needs and programs services for the purpose of recruitment planning.

Contributed by:

Project Staff
ODE ABLE Evaluation Design Project
614-688-3720

Note: No Implementation page is included for this practice.

Practice Components

Practice Title: **Developing Staff Awareness of Recruitment Needs**

Purpose:

- To assist staff and volunteers in gaining knowledge of recruitment issues and to encourage their participation in recruitment planning and implementation

Possible Participants:

✓ instructors
___ students
✓ support staff
✓ program director
✓ program coordinator
___ other (specify)
___ stakeholders
✓ tutors/volunteers

Materials:

Retention Toolbox Mini-Game Sample, p.8

When to Use:

In the beginning stages of recruitment planning; when recruitment efforts are being reviewed.

Documentation Methods:

Each ABLE program has a Retention Toolbox.

Other Considerations:

Staff meetings are an ideal setting for using the Mini-Game.

Impact:

- Staff have an investment in recruitment planning and its outcomes.

Contributed by:

Retention Project
Southwest ABLE Regional Resource Center
800-558-5374

Developing Staff Awareness of Recruitment Needs

Possible Implementation Methods

The following directions were suggested by the contributor.

The Retention Mini-Game is a "staff development product that can be used for instruction in retention issues related to the Quality Indicators for adult education programs" (Instructions page 1). Indicator 7, Recruitment, has its own color card to distinguish it from the other categories. As indicated in the Mini-Game directions, this is an ideal professional development activity for an ABLE staff meeting.

Each card describes a different scenario, which can be used to spark interesting and relevant discussion. The following are some examples from recruitment:

- One inner city program has a small marketing budget for recruiting ABE/GED students. Compare pros and cons of radio advertising versus newspaper advertising. (7.2)
- Name five things that you can use for recruitment with low literacy level students (7.5).
- Name five places in your community where you could put your advertising that might reach the students who need your program. (7.12).

Discussing scenarios such as the ones above can prove to be quite useful and can lead to more effective recruitment actions.

Practice Components

Practice Title: **Setting Recruitment Goals and Expected Outcomes**

Purpose:

- To provide staff with a worksheet to use when determining recruitment goals and expected outcomes from recruitment efforts

Possible Participants:

- _✓_ instructors
- ___ students
- _✓_ support staff
- _✓_ program director
- _✓_ program coordinator
- ___ other (specify)
- ___ stakeholders
- ___ tutors/volunteers

Materials:

Setting Goals and Expected Outcomes Worksheet, p. 10

When to Use:

When ready to establish recruitment goals and expected outcomes; periodically review progress at staff meetings.

Documentation Methods:

A copy of the worksheet should be placed in the program file.

Other Considerations:

The worksheet has a place for follow-up of actual versus expected outcomes. Use when evaluating the plan. Data from an environmental scan and the program's past performance can be used to set goals.

Impact:

- Discussing and carefully planning recruitment goals and expected outcomes results in more program goals being met.

Adapted From:

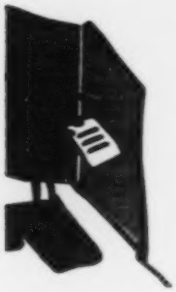
(Morris n.d.)

Note: No Implementation page is included for this practice.

Setting Goals and Expected Outcomes

Recruitment Worksheet

Recruitment Goal	Expected Outcome	Time-Frame	Actual Outcome (Complete at the end of recruitment campaign.)



Recruitment
Indicator 7
Designing the Recruitment Plan

A Description of the Practices Included for Designing the Recruitment Plan

☼Designates a practice contributed by an Ohio ABLE Program.

Determining Existing Program Resources .... **p. 12**

Once the initial goals and expected outcomes have been determined, planners need to determine their programs' assets. Two worksheets allow programs to look at their personnel and financial resources in the planning process. Once the sheets have been completed, some changes may have to be made in the initial goals.

☼Looking at Marketing Methods .... **p. 15**

These two pages provide an overview of common marketing techniques used by ABLE programs.

☼Media Messages .... **p. 18**

These samples show how an ABLE program gets the word out about its services using different media methods.

☼Recruitment Brochures .... **p. 22**

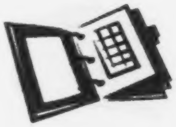
Two brochures are compared highlighting the differences in style, text, and approach.

☼An Introduction to Computers .... **p. 24**

This practice describes how a computer class offered free to the community by an ABLE program also serves as a recruitment tool.

All practices are presented as suggestions. Adaptation or use of the practice is voluntary.

Practice Components



Practice Title: **Determining Existing Program Resources**

Purpose:

- To provide a worksheet staff can use to determine the people and monetary resources available for recruitment
- To provide a worksheet for planning recruitment methods, expenses, and personnel involvement

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
____ Other (specify)
✓ stakeholders
✓ tutors/volunteers

Materials:

Personnel Status Worksheet, p. 13
Budget Worksheet, p. 14

When to Use:

During the early stages of recruitment planning; as a review throughout the recruitment campaign.

Documentation Methods:

Keep copies of the worksheets in the program file.

Other Considerations:

Programs can be very creative with dollars and activities. Participatory planning involving all staff and volunteers encourages ownership in the success of the ABLE program.

Impact:

- Program staff will be united in their efforts to market and recruit for the ABLE program.
- Program planners will consider all resources and how those resources can be used to best recruit from the target population.
- Program planners will have an organized and focused approach to recruitment.

Contributed by:

Project Staff
ODE ABLE Evaluation Design Project
614-688-3720

Adapted from:

(Morris n.d.)

Personnel Status for Recruitment Planning

Staff Member	Work Schedule	Availability for Recruitment Activities	Tasks Preferred

Recruitment Worksheet: Budget

Recruitment Task	Associated Materials and Services	Budgeted Amount	Estimated Cost	Actual Cost (completed after recruitment campaign)

(Adapted from Morris n.d.)

Practice Components

Practice Title: **Looking at Marketing Methods**

Purpose:

- To provide planners with a listing of methods which can be used in making recruitment and marketing decisions in relation to target group and available resources

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
✓ other (specify)
Advisory Committee Members
___ stakeholders
___ tutors/volunteers

Materials:

Marketing Methods Descriptor, pp. 16-17

When to Use:

In the initial stages of recruitment planning.

Documentation Methods:

Copies of the marketing materials are kept in the program file.

Other Considerations:

None provided.

Impact:

- Program will be able to make informed decisions about recruiting methods based on the information.

Compiled from:

(Advertising Checklist 1999)
(For Adult Practitioners 1999)
(Scheid and Rayburn 1995)

Marketing Methods

The following is a list of guidelines for creating effective and memorable promotional materials. Your materials should:

- Suit your intended target audience.
- Communicate one simple message.
- Maintain a consistent style and voice for at least one year.
- Stick with one style that has one personality for at least a year.
- Invite potential learners to contact you for further information by providing contact information and details.
- Look professional.
- Match recruitment goals.

(Adapted from Advertising Checklist, 1999)

Print Choices

There are several ways to promote your program to the public. These include:

- ***Daily newspaper advertisements***. Newspapers that are printed each day can run advertisements about your program; however, print ads are more effective at attracting volunteers than learners.
- ***Weekly newspaper advertisements***. Newspapers that are printed once per week may be more willing to print your advertisement or article as submitted.
- ***Press Releases***. Press releases are a way to communicate current information to the media.
- ***Media Kits***. A media kit is a packet of information that is compiled and given to the media. The media kit should include the following materials:
    - A press release
    - A Public Service Announcement
    - An editorial
    - Background information
    - A listing of contacts who are "experts" who can be contacted for interviews
    - An article
- ***Brochures, pamphlets and fliers.*** Brochures, pamphlets and fliers can be distributed to a variety of local organizations, including employment offices, schools, human services agencies and community organizations. Since these organizations have clients that may benefit from your program, solicit input from agency staff about what information would be useful to include.
- ***Posters/billboards/bus signs/bumper stickers.*** The cost of these materials will vary depending on how elaborate they are. Messages should be short and to the point.

Broadcast and Other Choices:

- ***Television advertisements.*** Options include Public Service Announcements, as well as human interest-type stories on local news.
- ***Bulletins and Newsletters.*** This can be a good way to recruit learners and volunteers; sometimes publications for an organization command more attention than do general communications among readers.
- ***Public Service Announcements.*** Public Service Announcements, or PSAs, are announcements run by radio and television stations, free of charge.
- ***Direct calls***. To be more proactive, you may want to call local radio stations about running your PSA, or call a newspaper to encourage a reporter to write an article about one of your programs.
- ***Interviews and Media Appearances.*** If asked to do an interview, prepare well, including a list of suggested questions. If this is a television interview, prepare some attractive visual aids.
- ***Movie theater advertisements.*** The main advantage to this form of promotion is that it is shown to a captive audience. Prices vary based on how many screens the theater has and location.
- ***Special awareness projects and events.*** Such events and projects include:
  - Being "adopted" by a local fraternity or sorority.
  - Having a local business become a literacy partner.
  - Organize a stand at your local library complete with brochures.
  - Have adult learners produce a cookbook for local distribution.
  - Have an information booth at a local fair.

(Scheid and Rayburn, 1995)

Table Tents, Placemats, Bookmarks

These are produced to be placed in area restaurants, libraries, laundromats, doctor and dentist offices, human service agencies, etc.

Videos. You can prepare a brief video highlighting your ABLE program and its services to the community. Remember to secure the permissions of any student who may appear in the video.
(Adapted from For Adult Practitioners, 1999)

Practice Components

Practice Title: **Media Messages**

Purpose:

- To provide tips for using media as a recruitment method
- To provide samples of a press release and a public service announcement (PSA)

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
✓ other (specify)
Advisory Committee
✓ stakeholders
✓ tutors/volunteers

Materials:

Tips for Mastering Media Relations, p. 19
Press Release Sample, p. 20
PSA Sample and Cover Letter, p. 21

When to Use:

During recruitment.

Documentation Methods:

Keep a record of the number of calls made to the ABLE program in response to any publicity.

Other Considerations:

Obtaining and sustaining growth of programs depends on successful communication: getting the story out to business, industry, government, and the general community.

Impact:

- The PSA and press releases should enable a program's message to reach a wide audience and generate responses from the targeted audiences.

Contributed by:

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419-334-6901

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419-242-READ

Tips for Mastering Media Relations

Possible Implementation Methods

The following tips were provided by the contributor.

To create partnerships that work, an organization, particularly non-profits, must get the word out about events and services to increase its visibility.

Strategies for gathering support for your organization may include:

- Work with the media.
- Know the elements of a good story or photo opportunity.
- Provide appropriate press releases.
- "Pitch" a story.
- Invite the press to-
  - →special events
  - →volunteer recognition
  - →student achievement awards
  - →interview students or programs with success stories
- Learn to work with reporters.
- Establish strong personal relationships in the community.
- Communicate the organization's mission.

Media Messages: Press Releases

Possible Implementation Methods

- A press release is used to announce events, recruit volunteers, offer a new service, or report any good news happening in the ABLE program.
- A press release should:
  - ☐ begin with a headline followed by a lead sentence that answers the questions-who, what where, when, why, and how;
  - ☐ include transition sentences that move from all five "Ws" and "how" of the story;
  - ☐ provide more specifics and then close with a general description of the ABLE program;
  - ☐ be on one page;
  - ☐ include suggested date for printing the information and specific program contact information.
- Program information and highlights could be dates for the community calendar and announcements of guest speakers.

Smithville Area ABLE Center
Orientation and Enrollment

This year the Adamson Area Adult Basic and Literacy Education Center will hold orientation for new students at two times and two locations: Mondays from 9:00 AM to 12:00 noon in room 250 at the Main Street Center and 6:00 PM to 9:00 PM at Adams High School, Room 206.

During orientation, participants receive an overview of Adult Basic Education services and have an opportunity to ask questions. They are also asked to complete a skills assessment that determines strengths and identifies areas needing improvement. An advisor is on hand to help in determining an appropriate program of study and in selecting the best location for study from the five centers throughout Adamson County.

An individualized education program is designed for each adult student. Services offered:

- GED Preparation,
- Basic Reading, Writing and Math
- Upgrading Basic Skills
- Computerized Instruction
- Job Readiness/Workplace Skills
- English as a Second Language
- Individualized Reading Instruction

Morning and evening classes are offered to adults FREE of charge. For more information, call the Adult Basic Education Center office, weekdays, after 8:45 AM, **555-0000.**

Media Messages- PSA

Possible Implementation Methods

The following directions were suggested by the contributor.

- PSAs are spot announcements run without charge by radio and television stations.
- The PSA briefly describes the program and gives the appropriate contact information.
- The PSA should be clear, concise, and easily understood.
- Consider word count and the length of the announcement.
  10 sec. = 25 words 30 sec. = 75 words 60 sec. = 150 words
- A cover letter mailed or faxed to a local radio station, along with the script for a public service announcement (PSA).

Below are examples from Project Read in Fremont, Ohio.

Cover letter:

August 1, 1996

Dear Sir,

Our program, Project Read, a non-profit agency of United Way, would appreciate free announcement of its literacy tutor training workshop being offered this month. I have included all of the information about the workshop on the second page of this letter. If you have any questions, call me at the Adult Career Development Center. Thank you so much for your attention to this. We are always seeking new tutors as our list of non-reading adults increases.

Sincerely,
Karen Murray
Project Read Coordinator
Adult Career Development Technology Center
1220 Cedar St. Suite B
Fremont, Ohio 43420
414-334-6901

PSA:

August 1996

THIS IS KAREN MURRAY FROM PROJECT READ, A LITERACY TUTORING PROGRAM FOR ADULTS WHO WOULD LIKE TO LEARN TO READ. IF YOU WOULD LIKE TO BECOME A VOLUNTEER TUTOR, ASK ABOUT OUR TUTOR TRAINING WORKSHOP AUGUST 21st AND 24th. IF YOU ARE INTERESTED OR WOULD LIKE MORE INFORMATION, PLEASE CONTACT PROJECT READ AT THE ADULT CAREER DEVELOPMENT CENTER, 334-6901. THIS MESSAGE IS BROUGHT TO YOU BY PROJECT READ WHICH IS FUNDED BY UNITED WAY AND BY WFRO.

Practice Components

Practice Title: **Recruitment Brochures**

Purpose:

- To create different promotional recruitment brochures appropriate for their intended audiences (employers and learners)

Possible Participants:

✓ instructors
✓ students
✓ support staff
✓ program director
✓ program coordinator
☐ other (specify)
✓ stakeholders
✓ tutors/volunteers

Materials:

Promotional Brochures Samples, p. 23

When to Use:

When recruiting learners and marketing the ABLE program to business and industry.

Documentation Methods:

Brochures are distributed in the community.

Other Considerations:

None provided.

Impact:

- By targeting both business and the individual learner, the brochures will reach a large audience within the community.

Contributed by:

Deena Kaufman
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Recruitment Brochures

Possible Implementation Methods

When determining the target audience for recruitment, consider the student and other interested community members. Potential student goals may vary from wanting to help a child with homework to getting a GED and continuing in school. Goals for employers, however, center on wanting employees who have a knowledge of basic skills and the ability to use those in the workplace. Read for Literacy, Inc. in Toledo has programs which appeal to learners and employers. The following excerpts from the brochures for two different programs highlight how each audience is recruited to ABLE services. Even though both programs are aimed at attracting students needing help with basic skills, note the differences between the marketing approaches.

Work Related Foundation Skills
ESAP provides basic skills utilizing questions and situations in three broad workplace settings:
→Health
→Trade/Technical
→Business Office
→Finding a Job

Target Audience: Anyone wishing to improve their employability skills

Title: "The Skills You Need to Get and Keep a Job"

Brochure Style: Trifold; plain cover; graphics; bold print; limited text

Language Style: Direct with bulleted key concepts; brief explanation and contact information

Appeal: Speaks directly to "you" and provides the basic information needed to make the contact.

Workforce Literacy Project
For the employee:
☐ Upgrading basic skills means increased personal pride at work and home.
☐ Training for new technology is boosted by literate workers.
☐ Success in learning to read leads to

Target Audience: Employers

Title: "Some of your employees aren't getting the message because they can't read it."

Brochure Style: Trifold; three colors, quotations, bullets; detailed text; business-appropriate

Language Style: Uses business terms; extended detail about the program; complex sentence structure

Appeal: Speaks directly to employers by posing literacy as a problem affecting productivity and offers the Workforce Literacy Project as a solution.

Practice Components

Practice Title: **Introduction to Computers**

Purpose:

- To provide a free service to the community and give ABLE program staff the opportunity to do marketing and recruitment with the class participants
- To introduce participants to basic computer technologies, terms, and actions used in operating a personal computer

Possible Participants:

_✓_ instructors
___ students
___ support staff

_✓_ program director
___ program coordinator
___ other (specify)

___ stakeholders
___ tutors/volunteers

Materials:

None provided.

When to Use:

Single sessions on Saturday mornings; session length is determined by the staff.

Documentation Methods:

Names of attendees are taken and compared with subsequent ABLE enrollments.

Other Considerations:

The names of the attendees could be added to ABLE mailing lists. The class uses instructional handouts and meets in the computer lab.

Impact:

- The community is more aware of ABLE services.
- Some students enroll in ABLE classes.
- Participants learn enough information to perform basic computer functions.

Contributed by:

Linda Luca
Mid-East Ohio Vocational School District
740-452-7242

Introduction to Computers

Possible Implementation Methods

The following directions were suggested by the contributor.

The class serves two purposes: instruction and recruitment.

- The free class is advertised in a press release in the local newspaper with a clear statement of ABLE sponsorship.
- The class is held on a day other than a scheduled ABLE class day, usually Saturday morning.
- An ABLE instructor teaches the class.
- ABLE services are explained.
- Advanced participants (non-ABLE candidates) are given information about local adult education opportunities at the Career Center.
- Instructor provides a handout with computer terms and related illustrations and explains necessary information.
- Hands-on practice follows with participants learning how to:
  1. Turn on the computer.
  2. Insert a disk.
  3. Use a mouse.
  4. Format a disk.
  5. Open a program.
  6. Create a document.
  7. Save the document to a disk.
  8. Reopen the document.
  9. Shut down the computer.

Recruitment
Indicator 7
Implementing and Documenting the Recruitment Plan

A Description of the Practices Included for Implementing and Documenting the Recruitment Plan

✪Designates a practice contributed by an Ohio ABLE Program.

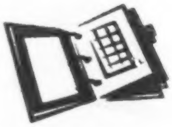
Telephone Inquiry Record .... **p. 28**

Keep this sheet by the phone to record phone inquiries to the ABLE program and use the collected information in recruitment efforts.

Marketing and Recruiting Evaluation Checklist .... **p. 30**

This checklist should be used at the beginning of recruitment and marketing planning and at the end of the campaign. The checklist also appears in the Implementation and Documentation section of Indicator 7.

Practice Components



Practice Title: **Telephone Inquiry Record**

Purpose:

- To record information about inquiry calls for the purposes of registration, recruitment, and statistical review and planning of program procedures

Possible Participants:

✓ instructors
students
✓ support staff
✓ program director
program coordinator
other (specify)
stakeholders
✓ tutors/volunteers

Materials:

Telephone Inquiry Record form, p. 29

When to Use:

When inquiries are made.

Documentation Methods:

Forms are kept in the program file and used for contacting potential students.

Other Considerations:

Keep by the phone for easy access.

Impact:

- The program has another source for providing program information to potential enrollees.

Adapted from:

Project Staff
ABLE Evaluation Design Project
614-688-3720

Telephone Inquiry Record

Ask callers for the following information:

Name: ______________________________

Address: ______________________________

____

City, State, Zip: ______________________________

Home Phone: ______________________________

How did you learn about our ABLE program?

☐ Television Advertisement
☐ Television Interview
☐ Newspaper Advertisement
☐ Newspaper Article
☐ Newsletter Advertisement
☐ Newsletter Article
☐ Brochure
☐ Poster
☐ From a Friend
☐ From a Family Member
☐ Other (please specify) ______________________

What are your reasons for wanting information about joining ABLE classes?

☐ To obtain an Adult high school diploma
☐ To obtain a GED
☐ To be able to go on to another, more advanced vocational or academic program
☐ To receive US citizenship
☐ To be able to register to vote
☐ To gain employment
☐ To gain secured employment or job advancement
☐ To be removed from public assistance
☐ To be able to read more to your children
☐ To have greater involvement in your children's schooling
☐ To become more self-sufficient
☐ To improve skills and knowledge to your desired level
☐ Other (please specify) ______________________

Thank you for your interest! We hope to see you in class!

Practice Components

Practice Title: **Marketing and Recruitment Evaluation Checklist**

Purpose:

- To assess the recruitment plan before and after implementation

Possible Participants:

✓ instructors
✓ students
✓ support staff

✓ program director
✓ program coordinator
✓ other (specify)
Advisory Committee Members

____ stakeholders
____ tutors/volunteers

Materials:

Marketing and Evaluation Checklist, p 31

When to Use:

At the beginning and end of the recruitment campaign; periodically during the recruitment process.

Documentation Methods:

Keep results of checklist in program files for continued reference.

Other Considerations:

This form provides a way of planning, tracking, and evaluating the written recruitment plan.

Impact:

- The program plan for recruitment is consistently and periodically scrutinized thus leading to strategy or implementation changes.

Contributed by:

Project Staff
ODE ABLE Evaluation Design Project
614-688-3720

Marketing and Recruitment
Evaluation Checklist

Before your recruitment campaign begins, does your written marketing and recruitment plan include:

☐ Documentation of involvement by teachers, students, and the advisory committee?
☐ A description of your current target population?________________
☐ The number of students you wish to recruit?
☐ Environmental scanning plans?
☐ Expected outcomes?
☐ Personnel responsibilities and time-lines?
☐ Materials to be used?
☐ Marketing methods?
☐ Any professional development activities?
☐ An evaluation plan?
☐ Plans for evaluation of cumulative enrollment (at least once every 3 months)?
☐ Plans to use cumulative enrollment evaluations to update written plan?
☐ Plans to evaluate how students became aware of the program?
☐ Plans to assess the effectiveness of current recruitment activities?

After your recruitment campaign:

Are the students you recruited the same as the target population?

Did you recruit the number of students you aimed for, using the appropriate data?

What changes will you make based on your results from this campaign?

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Correlation Chart for Indicators of Program Quality Practices

A checkmark (√) identifies the Indicator for which the practice was submitted. The **(X)** identifies other Indicators where the practice could be used.

Practice Name	Page #	Indicator						
		1	2	3	4	5	6	7
Using an Environmental Scan	17-6			X				√
Developing Staff Awareness of Recruitment Needs	17-7			X				√
Setting Recruitment Goals and Expected Outcomes	17-9			X				√
Determining Existing Program Resources	17-12			X				√
Looking at Marketing Methods	17-15			X				√
Media Messages	17-18			X			X	√
Recruitment Brochures	17-22							√
An Introduction to Computers	17-24				X			√
Telephone Inquiry Record	17-28							√
Marketing and Recruiting Evaluation Checklist	17-30			X				√